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SOCIAL REALITY IN A GRADE FOUR CLASS: A CASE STUDY

by

(C) TERENCE WHITNEY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

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ABSTRACT

This thesis was an attempt to gain an understanding of childrens' 'competencies' - those practices of understanding the world that allow the child to encounter a setting and to explore and organize knowledge of it and of others - as they worked through a unit in social studies. The research orientation of the study was within the situational-interpretive paradigm which utilized a form of ethnography, with set parameters, known as a case study.

A grade four class was observed for a period of four months. Participant-observation of the class in operation; interviewing key informants, parents and teacher; and studying personal documents, all provided the situational data from which a particular grade four perspective emerged.

The grade four children in this study were found to exhibit a number of characteristics that had implications for the social studies curriculum: much time was spent in socializing with peers; much of the role-playing appeared to be enjoyed for itself rather than to gain empathy for others; informational blanks in the unit were filled in with their own personal beliefs, based on a mixture of real-life experience and T.V. induced 'reality'; the relevance of social issues depended upon the immediacy of concern to their own situation; and social reality, whether past, present or future orientated, was colored by a fund of vicariously arrived at experiences mainly from T.V. shows and movies.

The findings of the research, in general, placed a question mark beside the social issues approach to prescribed social studies topics. The recommendation was made that researchers and educators find out

more about the social reality of the grade four child before a social issues approach is used that deals with any topic outside the childrens' immediate, personal experience.

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I. INTRODUCTION

When I was a child,
I spake as a child, I understood as a child,
I thought as a child
but when
I became a man,
I put away childish things.
I Corinthians 13:11

PURPOSE OF THE STUDY

A popular song of a bygone era bemoaned, "Lord, I wish I was a little bit younger and knew what I know now!" But, just what did we know 'then'? The passage from childhood to adulthood is chronologically one continuous flow; the passage from thinking as a child and thinking as an adult doesn't appear to be so. Adults, 'trying to understand' children, find there is a 'border' to cross. It's a little unnerving for the adult because there didn't appear to be any border there when they were growing up - now there is. Recently researchers have become aware of this 'child's world' and some of the more intrepid explorers have attempted journeys into that world (Silvers, 1975).

The purpose of this study was to gain access to this child's world to discover what social studies meant to the children as they were involved in 'doing it'; to discover what knowing and understanding meant in their terms. This case study then, was an attempt to portray an authentic instance in students' lives and to interpret and analyze that 'authenticity' in a manner which was itself validly based upon the instance researched. If this was possible then new understandings could be gained of students' thinking in social studies. Peter Rothe (1980) advocated developing ethnographic techniques to take a new and closer (to reality) look at 'needs' in social studies. The elicited needs of the students could benefit teachers and curriculum planners. He referred particularly to the covert needs that could only be tapped via

an ethnographic approach.

It was the intention of this study to bring fresh insights and meanings of the students' world, which in turn could be used for the benefit of those students. If this has taken place then this case study will have 'connected' with the world it purported to study.

The main thrust of the research, therefore, was to gain an understanding of the students' perceptions and understandings of 'social reality' - to 'tap into' their world to appreciate what social reality meant to them, and the competencies they used to deal with it. This thesis, therefore, focused upon two broad and interconnected questions:

a. What was the social reality, the "life-world" of a grade four student?

b. What competencies did they utilize in organizing this world?

It is necessary at this point to provide a working definition of the two major terms that formed the focus of this study. Social reality, as used in this study, is synonymous with life-world. "Life-world" as defined by Wagner (1970) traces back to Husserl.

> According to Husserl, all direct experiences of humans are experiences in and of their "Life-World", they constitute it, they are oriented toward it, they are tested in it. The life-world simply, is the whole sphere of everyday experiences, orientations and actions through which individuals pursue their interests and affairs by manipulating objects, dealing with people, conceiving plans and carrying them out (p. 14).

The congruency, or lack of it between the social studies curriculum and the student's social reality (life-world) was a focal point of this study.

The term 'competencies', as used in this study, comes from the work of Silvers:

> In contrast to previous research on children which attempted to discover competencies that children 'acquire' in their cognitive and moral development, our research is directed to competencies that children 'hold', as a distinctive feature of their membership with other children, and that they bring to an occasion. By competencies I refer to those practices of understanding the world that allow the child to encounter a setting and to explore and organize knowledge of it and of others. Children's competencies is a term that designates distinctive forms of ability for accomplishments in understanding that are common to children but not generally shared by adults (1975, p. 50).

Silvers definition was most suitable in that it suggested a more phenomenological "way" of understanding competency in children which was in keeping with this writers basic research orientation.

In order to observe, identify, and perhaps verify the competencies of children in their life-world, this study entered into their social reality while they worked through a unit in social studies. Specifically, one grade four class was observed working through social studies topic 4B: "Alberta, Past, Present, and Future: Our Human Resources." The observation period covered a time span of four months. There were, therefore, set parameters to this case study which produced the delimitations presented here:

1. The source of all the situational data was derived from one class of students in a grade four class in one city system.
2. Only key informants were interviewed in depth. Classroom observations and other personal records, however, encompassed all the students in the class.
3. After three to four weeks of establishing a rapport only social studies classes were observed. Exceptions to this

were field-trips and recess observations.

ASSUMPTIONS OF THE STUDY

The specific assumptions within this research study were:

1. That it is possible to uncover, by interviewing, observing and studying documents, the realities of the students in the class.
2. That reality is socially constructed so that the childrens' life-worlds, individually and collectively, are socially constructed.
3. That the researcher is able to achieve empathetic understanding and to represent in his own mind the feelings, motives, and thoughts behind the actions of the informants in the study.

BACKGROUND TO THE STUDY

The social studies curriculum now in operation is the 1981 Social Studies Curriculum which is a revision of the 1978 Interim Curriculum. The 1978 edition was itself a reaction to the 1971 Curriculum. The 1971 Curriculum placed the emphasis upon 'values' and the emphasis for program development upon the teacher. In terms of curriculum innovation the 1971 curriculum was viewed as a forerunner, an examplar for other jurisdictions (Clarke, 1982). It predated Bruner's abrupt turn from 'the structure of the disciplines' and his new concern that students must deal with knowledge in the context of social problems:

> If I had my choice now, in terms of a curriculum project for the seventies, it would be to find a sense of values and

> priorities in life. I believe I would be quite satisfied to declare, if not a moratorium, then something of a deemphasis on matters that have to do with the structure of history, the structure of physics, the nature of mathematical consistency, and deal with it rather in the context of the problems that face us. We might better concern ourselves with how those problems can be solved, not just by practical action, but by putting knowledge, wherever we find it and in whatever form we find it, to work in these massive tasks (1971, p. 21).

In fact, Bruner's plea in 1971, for a curricular emphasis on helping students to deal with social reality, was reminiscent of the same emphasis, in 1970, by one of the developers of the new Alberta social studies curriculum. He mentioned the threats of

> urban blight, pollution, hunger, poverty, war, alienation, racism, crime, and a general worsening of the human condition . . .
>
> In the light of this threat, there needs to be a realignment of educational priorities. Schools must provide experience in, and preparation for, the solving of social problems. To this end, legislators, policy makers and administrators must be convinced that the social studies deserve top priority in educational spending during the seventies (Ledgerwood, 1970, p. 11).

Both Bruner and Ledgerwood in advocating social issues were setting the scene for the present day social studies curriculum.

Four years after the 1971 curriculum had gone into operation certain components of it were subject to much criticism. The 'Downey Report' (1975) made it clear that there was widespread dissatisfaction with the program and that teachers found the emphasis upon values difficult, even impossible, to translate into educational practice - in many cases because it was at odds with their own perspectives. The 'Downey Report' was the harbinger of particular changes that would find their way into the 1978 Interim Curriculum. The new curriculum

contained a far greater degree of content specificity than did the previous one.

The 1981 Curriculum de-emphasized the values component; placed more emphasis (and teacher material) on the knowledge component; and, in a new thrust 'mandated' the skills component in the form of the 'social inquiry process'. Each unit for each grade level now had a particular broad issue for student consideration. This issues approach through a social inquiry model was set in place across the whole province.

The Department of Education was concerned that teachers would need to be introduced to new skills in order to use the social inquiry process. A province-wide inservice program was developed. As of this date the Mentor Project, or variations of it, has been used with all social studies teachers in Alberta.

With the greater emphasis upon Canadian content, eight million dollars of Heritage Trust Fund money was put into the development of materials. A multimedia kit was developed for at least one topic at each grade level. Other Canadian content materials included a Junior Atlas of Alberta, provided for each student in Grades four to six; a Relief Model of Alberta, one for each school; and several series of books for enrichment purposes -- Books for Young Readers, Western Canadian Literature for Youth, and Canadian Literature for Senior Students and Adults.

Additional funds were put toward exemplary units for another topic at each grade level. Consequently, of the three topics at each grade level, at least two were developed in the form of a multimedia kit and a teaching unit.

The 1978 Interim Curriculum, with a few changes, became the

1981 Social Studies Curriculum. While there have been no assessments of the curriculum per se, there have been (to this writer's knowledge) three evaluations of the inservicing of the new curriculum. Teacher's opinions regarding the worth of the inservices have been sought, together with some general opinions on the curriculum itself.

Evaluations of the inservice project have recently been completed, including the only province-wide evaluation (McKay and Doherty, 1982). While this latter report made general statements about the effectiveness of the inservice and highlighted teachers' views - it did not provide any insight into the perceptions of the students. A much smaller assessment of the Edmonton Public School Board's elementary inservices shed some light on teachers' perceptions of inservices and the new curriculum, but this too involved no student input. (The University of Alberta Inservice Assessment Team, 1982). The Alberta Teachers Association Social Studies Specialist Council conducted a telephone survey of its members throughout the province - again there was no student input in terms of students as active participants in the study (A.T.A., 1982). This lack of awareness in terms of students' perceptions and understandings meant there was no information available for interpretation from the learners themselves. It was the intention, therefore, of this study to observe and examine the views of the third party in this educational triangle - the student.

II. REVIEW OF RELEVANT LITERATURE

The irony of the scene in social studies over the past decade was that there seemed to be more literature about the lack of worthwhile research literature than there was research literature itself! For the same period of time arguments had also been continuing regarding the relative merit of one research methodology over another. While no one article spoke of a consensus of opinion, it did appear that there had been a silent acceptance that social studies research required more than one approach. This chapter considers the particular aspects of social studies research that have had a bearing on this specific study.

SOCIAL STUDIES RESEARCH

Since the decade of the sixties there has been concern shown by researchers regarding the low esteem social studies held in the minds of the students, and, students' capabilities in social studies.

Dunfee reviewed a number of research projects in social studies, concerned with student understanding and attitudes. Research on the ability of third and fourth grade pupils concluded that elementary school children possessed a higher degree of knowledge of social studies information and concepts than was generally supposed. Other research, however, indicated that evidence of pupils' acquisition of information may mislead the teacher to overlook their lack of ability to systematize, store and use such information (Dunfee, 1970, p. 26). Dunfee also referred to studies of attitudes towards social studies. Two hundred fourth, fifth and sixth grade students provided responses that indicated social studies was the least liked school subject. Another

study cited, involving forty-four thousand fifth grade pupils, ranked social studies ninth in a list of nine possible subject choices.

Wiley and Race (1977) referred to studies of the level of student interest in social studies in particular, and elementary students' negative attitudes towards the subject in general. Although the researchers attributed this to the organization and teaching of the subject rather than the nature of the content, there was no data to support such an assumption on their part:

> Gross and Badger (1960) reported that many studies had found that students at both the elementary and secondary level disliked social studies. Among the major complaints were dullness, uselessness, and excessive memorization of names, dates and events. (The researchers) attributed this dislike to the way in which social studies was organized and taught rather than to the inherent nature of the content (p. 203).

In a review of research in social studies, (Hunkins, et al., 1977) spanning the years 1970-75, the following observation was made:

> Currently, such considerations (as developmental stages of students) do not appear to be consistently reflected in typical social studies materials, particularly in basal texts. Perhaps the most important application of developmental research to social studies lies in recognition of the differential capabilities of students to process highly symbolic or abstract data and to learn material through primarily symbolic forms such as written texts (p. 43).

A chapter by Ehman, in the same text, ended with a suggestion that more specific research was required to find out what particular attributes of social studies were disliked by students.

Some four years later the 'problems' were being identified yet again, but with no clear indication that research was getting any closer

to the 'why' of the problems. Project SPAN ("Social Studies/Social Science Education: Priorities Practices, and Needs") was set up in 1978. In an article in the Education Digest, February, 1981, the projects director, Irving Morrissett set out six major problem areas for the social studies that needed investigating. Number one on the list was student learning, "Too many students fail to learn important social studies knowledge, skills, and attitudes and do not like or value social studies" (p. 29). This was followed by areas such as teacher instruction, the profession, school culture, curriculum and public awareness. The authors made the final point that, "These six problems are highly interrelated. We believe lack of student interest and learning in social studies is the fundamental or ultimate problem; the other five are contributing factors" (p. 30).

Lack of interest and involvement, therefore, by students was of continuing concern. In April of 1981, in The Social Studies, Barry Fraser presented the same concern in Australia:

> In comparison with the considerable amount of attention devoted to cognitive achievement, quite limited attention has been paid to students' attitudes by either researchers or teachers interested in school social studies. What research evidence exists, however, provides cause for consternation because it suggests that, as students progress through the school grade levels, they tend to grow increasingly disenchanted with specific school subjects and with school in general (p. 65).

Fraser's article not only reviewed research that indicated this student disenchantment in Australia and the United States, but he also went on to present the results of a recent study conducted in Melbourne, Australia which showed a continued deterioration in attitudes towards social studies as the students progressed from grade to grade. Fraser

believed more research was urgently needed in this area if the situation was to be reversed.

THE CANADIAN SCENE

Closer to home, here in Alberta, the 1971 Curriculum heralded a new way of thinking about social studies that would require adjustments on the part of teachers and students. 'Valuing' and 'Decision-Making' were to come to the fore. Within a year of its entry into Alberta's schools researchers were getting negative feedback about its value. Crowther (1972) conducted a provincial survey of teachers' opinions on factors affecting the adoption of the 1971 curriculum. Only about 27% of the total sample of 322 elementary school teachers in nine school jurisdictions in the province indicated that they had adopted the innovation in any meaningful way.

Wicks (1973), in an examination of thinking styles and inquiry in 6th grade social studies obtained results which indicated to him that, "The teaching of inquiry and decision making at the elementary level might focus more directly on skills rather than on full processes" (p. iv). The same author, in his doctoral dissertation (Wicks, 1974), stated:

> The investigation indicated that elementary students appeared to be capable of generating a satisfactory basis for inquiry and valuing, in terms of realistic alternatives in the form of suggested courses of action and consequences. However, they displayed inconsistency in making decisions about the alternatives, and offered very few reasoning type statements.
>
> The results seemed to indicate that many elementary school students have the capacity to benefit from experience and instruction in various aspects of inquiry processes. The results also appeared to indicate that many, especially younger, elementary school students might experience difficulty in achieving mastery

of complete inquiry or valuing processes (p. v).

Student interest and insight were prominent features of a report presented by Downey and Associates (1975):

> Impacts of the Program on Students
>
> Students' views differed, as one would suspect, regarding the ultimate impact the Social Studies were having upon them as persons. From our questionnaire survey, for example, we gleaned that just over half (52%) believe that Social Studies classes do, in fact, help them to arrive at solutions to social problems; that, similarly, just over half (51%) believe that the Social Studies do, in fact, help them to reassess their attitudes, beliefs and values; but that only 37% believe that they are provided with "real" opportunities to act out their value choices and learn the consequences; and that still fewer (13%) believe that experiences in Social Studies do cause them to change their behavior in daily life.
>
> Perceptual Difficulties
>
> Earlier in this report, we noted a very wide discrepancy between teachers' perceptions of what ought to be and what is in Social Studies education. In general, students' opinions support these discrepancies admitted by teachers. But there are also some significant discrepancies between teachers' and students' views of what is -- such discrepancies seem to suggest that, even though teachers intend to provide certain opportunities and experiences for students, students often do not realize (or believe) such experiences are being provided (pp. 15-16).

While the 'findings', 'concerns' and 'discrepancies' were being identified in the surveys; what research was taking place in Canadian Universities during this time period? Dhand (1979) provided an overview of the kinds of research taking place at the masters and doctorate levels; between the years 1971 and 1977. Of the 111 studies Dhand noted that a high percentage of the theses and dissertations were of a survey type using a questionnaire method. Also a large number were of an

experimental nature using scientific inquiry methods. Most of the studies were concerned with the cognitive as opposed to the affective domain of learning. Dhand suggested that an important area in need of research was evaluation. His concern was, however, for more effective measuring instruments to identify cognitive and affective changes in students as they worked through a program. Dhand concluded with a final call for more research that had relevancy for the teacher in the classroom:

> If we intend to improve the effectiveness of social studies, teaching and learning in the classroom, we have to pay more attention to what research has to offer to the practitioner in the classroom. It is hoped that research in social studies education will continue to improve (Dhand, 1979, pp. 22-23).

The situation up to the middle of the 1970's, therefore, highlighted a predominantly 'technical' approach to social studies research. Such an approach, over the last two decades, identified dissatisfaction and problems but did not appear able to identify causes or reasons for the problems identified. In the late seventies a call for a change was heard.

METHODOLOGICAL REASSESSMENTS

One of the major proponents of this reappraisal of social studies research was James Shaver. In 1973 Shaver and Larkin had suggested that alternate methodologies for social studies research should be considered, with classroom ethnography as the primary focus (Travers, 1973). By the late seventies their suggestions had not appeared to take root in the academic research community, prompting Shaver to launch an attack on research methodologies in Theory & Research in Social Education (Shaver, 1979). In this article he asked why the research activity, for prescribing practice in social studies education, had been

so fruitless. He suggested that the most serious deficiency was the frequent failure to encourage students to think in terms of the educational or practical significance of their findings. "In particular, the heavy reliance by doctoral candidates on survey research (see Wiley, 1977, p. 166) that is frequently not well conceived for getting at interesting, worthwhile questions about curriculum and instruction needs to be examined" (p. 31). Shaver's attack was not only directed at the masters and doctoral students' research, but it also implicated the research thinking at the universities themselves; in particular the preoccupation with statistical significance at the expense of 'real' significance. He then went on to state that real significance might require methodologies other than the ones found in the technical-scientific paradigm; he suggested situational-interpretive approaches such as participant-observation and ethnographies. Commenting upon an ethnographic field study conducted by Stake and Easley in 1978 he stated, "That report--both the individual case studies and the synthesis chapters--indicates the rich, strong perspectives on the realities of schooling and the factors that condition teaching and educational change that can come from such naturalistic studies" (p. 35). Like Dhand, Shaver also called for social studies education researchers to "Become more attuned to the realities of the classroom and to the validity of teachers' perceptions of these realities if their research is to be much used for prescribing practice" (p. 35).

Shaver was indicating a concern for research that addressed itself to the 'particular' as well as the 'population'. Research should be more attuned to the needs that school people perceive, and researchers must ask, "Did the instruction work well for the students?

That is, for each student, not just for the few who stand in the vicinity of the group average" (p. 36). He pointed out that while current research apparently added to our knowledge of individuals in general it told nothing about any given individual. This call for the specific, the particular-in terms of subject matter, students and situations, evidenced itself in the research coming out of universities in the late seventies and early eighties.

SITUATION SPECIFIC RESEARCH

Even prior to Shaver's call there had been isolated sorties into this new domain. These had been the beginnings of a 'situational' movement into the classroom. The realization had been made, that to understand what was happening in the classrooms, and the meaning it had for teachers and students, the researcher had to move into the classroom.

Jackson's (1968) study, Life in Classrooms, was one of the first to look at the professional life-world of teachers. Jackson was able to draw out specific aspects of teacher perspective and how these in turn had their effects on the curriculum in action and the students in the class. For the first time the interactional nature of the classroom experience (teacher-student, student-student) indicated a new direction for research, and one that might prove to be most valuable.

In the same year a study by Smith and Geoffrey (1968) also covered fresh ground. Here was a meeting of the academic and classroom perspectives (that Shaver was still calling for a decade later), where 'researcher-observer' and 'researcher-teacher' collaborated to provide fresh insights into the what was happening in the classroom. However, such sorties were still the exception. Clark & Yinger (1977),

remarked on a new approach to the study of teaching that assumed that what teachers did was affected by what they thought. They emphasized how this teacher behavior approach had contributed a great deal to knowledge of what teachers and students did in classrooms and how this behavior related to student learning and attitudes (p. 279). Clark and Yinger believed that such research was essential if research was to have any direct affect on practice.

Recent research at the University of Alberta has generated dissertations that have moved closer to an examination of perspectives held by teachers regarding the social studies curriculum. Boag's (1980) study provided evidence that in teaching social studies the teacher's perspective of the intended curriculum would become the curriculum in action. From his study Boag expressed a concern for the need to develop a better understanding of the role of perspective in the development and effective implementation of new programs. While Boag utilized a symbolic interactionist approach others have used a hermeneutic orientation. Werner and Rothe (1980) discussed a number of such studies which were directly related to various aspects of school life.

Boyce's study (1982) was the latest to deal with teacher perspective from a hermeneutic framework. Boyce spent an extended period of time gathering data about the teachers' life-world, through interviews, conversations, observations in the staffroom and classrooms, documents and social occasions Boyce concluded that, "Teacher's perspectives are dominant in teaching, with teachers defining teaching from their perceptions of teaching reality" (p. vi).

CHILDREN'S THINKING

Running parallel to this concern for understanding curriculum from teacher perspectives had been the concern for student perspectives on curriculum. This particular domain was, however, still more of a frontier to researchers.

Getting close enough to children, as a researcher, in order to elicit their competencies was rather like "belling the cat's neck" in the nursery story; it was easy enough to talk about but harder to achieve! The purpose here, as Silvers (1975) described it, was to inquire into the life-world of children in such a way as to preserve their shared understandings, forms of reasoning, and experiences by displaying the world as it was revealed to them and by creating a mode of theorizing in keeping with the distinctive features of their culture (p. 47). Spradley and McCurdy (1972) provided a number of examples of this shared world that was different from, yet operating within, the structured world of the school and classroom:

> Example 1: A fifth-grade teacher allows her students 15 minutes each morning for what she terms a "lavatory break". This is her cultural definition of the situation, but a group of girls have discovered they have time to play in the lavatory after attending to their personal needs and have evolved no less than seven games to become involved in during the break. They call these "water tag", "snake", "tarzan", "creepy crawler", "monkey man","king of the hill", "king and queen", and "dare". The children distinguish between the games in terms of the physical activity they involve, the bravery necessary to play them, whether they involve sides, and the degree of risk for each game.
>
> Example 3: A seventh-grade state history class is involved in book work. A few students seem to be "on task", but a group in the back of the room is conversing in whispers. A boy in this group leans toward another boy who

> has his textbook open and who seems to be reading, and mutters (in saccharin tones) "Look at Martin. Martin is a school-boy!" The object of this attention winces - and, after a face-saving interval, closes his book (p. 28).

Sifton and Mehaffy (1978) made the case for a study of the child's world of the classroom as seen by the child. One argument they put forward was that such a 'world' existed and that teachers should know about it in order to adapt what they teach and how they teach it. They emphasized the necessity of discovering the child's world of the classroom. "This perspective is necessary because children are not 'ideationally empty' - not tabula rasa awaiting the next inscription of adult information" (p. 525). The essential point here was that researchers were coming to look at the child's world from the position of 'the child as a child' rather than the child exclusively as a student. Silvers (1975) went on to suggest that phenomenologists tended to adopt a contemplative and patient attitude when they looked at the child's world. They waited to let the child's world say something in its own formation. "There is an interest in child competencies for their own sake rather than where these competencies are in relation to adult competencies" (p. 53).

Sullivan (1975), commenting upon Silver's work, viewed it as an attempt to see how the structures of the child's worlds meet with, act, and interpenetrate with the structures of the adult world. Burton (1975) warned researchers about distinguishing the kinds of responses children can make. Responses may originate out of boredom, fatigue, fantasy or repetition - or they may produce a thoughtful response. Rist (1978) stated however, that a major task still remained in comprehending the nuances and diversities of education, of schooling, of the

experiences and understandings of children. Much of the classroom research up to this point had been focused at the interactional level of teacher - student, or student - student, rather than at the childrens' perceptions of the classroom and the curriculum.

Silvers (1975) in expressing his view of research, came closest to the intentions of this study when he stated:

> In contrast to previous research on children which attempted to discover competencies that children 'acquire' in their cognitive and moral development, our research is directed to competencies that children 'hold', as a distinctive feature of their membership with other children, and that they bring to an occasion. By competencies I refer to those practices of understanding the world that allow the child to encounter a setting and to explore and organize knowledge of it and of others. Children's competencies is a term that designates distinctive forms of ability for accomplishments in understanding that are common to children but not generally shared by adults (p. 50).

Viewing children solely in developmental terms of what they have 'acquired' acts as a blinker to what is 'held' by the children. Kaplan (1964) addressed this view of children, "...they are only small adults, prematures as it were. Such a view, it has been found, fails to do justice to children, not only as objects of love but as objects of investigation. The psychology of learning and maturation suffers because the processes have been telescoped into obscurity, and as a result the adult is also poorly understood" (p. 84).

Odynak's (1981) study of a classroom in action highlighted the various 'meanings' of curriculum to be found in any classroom.

> From the perspective of curriculum specialists or experts, the 'ideal' curriculum-what curriculum ought to be-embodies highly desirable principles and practices derived from research and theorizing. The 'formal' or official curriculum, usually in a written document, expresses the

> expectations of persons or groups in authority, such as legislatures, departments of education, and school district officials, as well as the embedded interests of society. What the teacher perceives or believes is being offered to the students constitutes the 'instructional' curriculum, which passes through value screens, professional competencies, teacher interests, and teacher assessments of students' needs, interests, abilities and expectations. However, because a gap can exist between teacher perceptions of what is being done and what is really taking place, classroom observers can perceive and record the 'operational' curriculum, that is, what is transpiring in the classroom. Finally, student responses, intended and unintended, to curricula intended and not intended, represent the 'experienced' curriculum that is personal and unique to each student (pp. 22-23).

Her observation of a grade one class working through Kanata Kit One, was a striking example of the conflict that could arise between the different 'curricula' operating in the classroom.

Students' understandings of the 'operational' curriculum have provided illuminating insights into children's thinking.

Schoenburger (1981) looked at grade six students using a unit dealing with rocks and minerals. She discovered that the curriculum concept of 'mineral hardness' which the students were expected to acquire was at odds with the students' held concept of that same term. The curriculum concept equated 'hardness' with 'scratchability' while the students equated it with 'breakability'. An interesting feature was that students were able to correctly use the scratchability concept in written testing, yet interviewing later revealed that the concept was not understood by the students in those terms.

Work by Martin in England provided a further illustration of this paradox. Students were provided with information concerning particular porous rocks and the effects they had on the flora above them, It was believed to be a straight forward piece of information that the students

could readily understand. Answers to worksheet questions confirmed the 'understanding' of the information. However, an interview with two of the students afterwards revealed an altogether different concept of 'porous rock' - which led to the students making misleading and erroneous predictions regarding other aspects of the information.

Ellen Graham's (1982) dissertation attempted an examination of the 'multiple realities' operating in a classroom. Using the same terms as Odynak (1981), Graham was searching for the matches and mis-matches of the 'formal' curriculum, the 'instructional' curriculum and the 'experienced' curriculum. Her conclusion was that it would be naive to believe that all three views: curriculum planner, teacher and student would be the same.

Much of the recent research with children has therefore, originated from a phenonmenological orientation. Many researchers, this writer included, believe that such an orientation is essential if the children are to 'speak for themselves'. It is only by speaking for themselves that we will be aware of their perspective and understand what programs mean to them:

> Without doubt, the deep tragedy of all our institutions for the young is that those institutions find their mandate in adult determinations from which the voice of children, as serious interlocution, is shut out. And the poverty of such a state of affairs is borne not just by the young, but, perhaps pre-eminently, by those celebrating their maturity, for as Dieter Misgeld suggests, children cannot be, hermeneutically, "independent from establishing for ourselves who we are, as adults, and what we must orient to in order to live our adulthood." Virtually any tradition of child study is sorrowful insofar as it assumes an adulthood that has given up on its own regeneration. It was said long ago that we cannot see unless we become like children ourselves, thereby holding close to our collective bosom what children know pre-reflectively and what as adults we can only know by an act of will: that the world is an open book,

> shared by all, into which and by which we read ourselves day by day, learning with every timid, teetering step who we are in this awesome universe, sustained only by love and hope (Smith, 1983, p. 133).

SUMMATION

Over the last decade there began a movement from a predominantly technical-scientific approach to research towards a more situational-interpretive approach. Shaver, along with other researchers realized that research operating within the 'scientific' paradigm had identified certain aspects of <u>what</u> was happening in social studies but was not getting at <u>why</u> it was happening. Research methodologies that imposed upon a situation slowly began to give way to methodologies that operated from within the situation. Problems found in the 'formal' curriculum were beginning to be researched from the perspective of the teacher's 'instructional' curriculum; from the participant-observers view of the 'operationalized' curriculum; and, from the student's understanding of the 'experienced' curriculum. 'Knowing' why there were problems of student lack of interest and understanding required an understanding of the perspectives of the main actors in the event. The epistemological strength of the situational-interpretive paradigm as one means of gaining this 'understanding', was now recognized by many researchers. It was this same 'verstehen' - this need to understand the students understandings - that was at the heart of this case study.

III. THEORY AND METHOD

RESEARCH/RESEARCHER ORIENTATION

It is essential to establish the particular perspective of this researcher and the paradigm in which the research operated. Aoki, in his assessment of the British Columbia Social Studies Program, made the recommendation that curriculum writers owe it to their audience to state their own 'world-view orientation'. This should be appended to their work so that 'would be' consumers know from what world view(s) the curriculum originates. (Aoki et al, 1978). In light of the variety of paradigms operating in educational research such 'position statements' should be made first.

The phenomenological perspective was central to the conception of research for this study. What is researched, how the researcher conducts the research, and how the products of the research are interpreted all depend upon the theoretical perspective of the researcher. "A phenomenological perspective of human behavior views what people say and do as a product of how the same people interpret their world" (Bogdan and Taylor, 1975, p. 11). The task of this researcher was to capture this process of interpretation. "To do this requires what Weber called 'verstehen', empathic understanding or an ability to reproduce in one's own mind the feelings, motives and thoughts behind the actions of others. In order to grasp the meanings of a person's actions, the phenomenologist attempts to see things from that person's point of view" (Bogdan and Taylor, 1975, p. 14).

This is a humanistic approach to research with the emphasis upon the person rather than the population. A British anthropologist,

R. Marett, once said:

> We portray the wood after a fashion. It suits our sketchy methods well enough to represent it as a dead mass of color. But we have not sought, so far, to render the subtle values of the individual trees. Yet only by so doing can we hope to do justice to the spirit of the wood, which is a spirit of life and growth (Kuper, 1973, p. 32).

The above quotation seems to capture the essence of this perspective. Recently Bill Martin Jr., the author of an elementary reading program, spoke to a group of teachers at the South-Side Teacherage of the Edmonton Public School Board. He was commenting upon the use of reading scores and their relationship to a particular student's reading. He ended with the comment, "How can we reduce a life to a number?"

Such an orientation, as presented above, must view the particular - the actor - and discover his meaning. "Verstehen is the goal to find out what the 'actor' means in his actions, rather than the meaning which the action has for the actor's partner or neutral observer" (Schutz, 1973, p. 57). Geertz, in explaining his orientation presented the intents of this study when he said, "Man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of a law but an interpretive one in search of meaning" (1973, p. 5).

By discovering the meanings social studies had for students it was believed that educators would be in a better position to assess the particular strengths and weaknesses of the curriculum and the strategies for presenting it to the students. A phenomenological approach which sought meanings held by students in the classroom would provide a more authentic interpretation than approaches utilizing other

methodologies of a 'second order' description such as questionnaires, rating scales and interaction analysis models.

Silvers (1975) suggested that phenomenologists tended to adopt a contemplative and patient attitude when they looked at the child's world. They waited to let the child's world say something in its own formation.

RESEARCH APPROACH

The research process in this study utilized a form of ethnography known as a 'case study'. Data collection involved the use of a 'grounded ethnography'.

Case Study

Case study is an umbrella term for a family of research methods having in common the decision to focus an enquiry around an instance, i.e. students learning social studies. In general, the techniques for collecting information for a case study are held in common with a wider tradition of sociological and anthropological field work. Case study methodology is eclectic, although techniques and procedures in common use include observation (participant and non-participant), interview (conducted with varying degrees of structure), field note-taking and document collection. (Kemmis, 1980) Although some researchers see a case study as less demanding, "To the extent that the terms are used discretely, 'case study' provides a handy and unassuming label, while the term ethnography suggests a more detailed and comprehensive report" (Wolcott, 1974, p. 23). The difference may be found in the initial intent of the researcher and not the academic intensity of the research.

Case study research may be set up initially in one of two ways:

1. An issue or hypothesis is given, and a bounded system (the case) is selected as an instance drawn from a class.
2. A 'bounded system' (the case) is given, within which issues are indicated, discovered or studied so that a tolerably full understanding of the case is possible (Kemmis, 1980, p. 49).

Walker (1974) made the point that a commitment is made to a specific form of the 'ethnographic' or 'descriptional' tradition, a form called the 'case study'. In the later article Walker elaborated further stating that case study was the examination of an instance in action. The study of particular incidents and events, and the selective collection of information on biography, personality, intentions and values, would allow the case study worker to capture and portray those elements of a situation that give it meaning.

Stake (1980) indicated the distinctive character of 'the case' by the prominence it gives to what is and what is not 'the case' - the boundaries are kept in focus. What is happening and deemed important within those boundaries is considered vital and usually determines what the study is about.

> Its best use appears to me to be for adding to existing experience and humanistic understanding. Its characteristics match the 'readiness' people have for added experience. As Von Wright and others stressed, intentionality and empathy are central to the comprehension of social problems, but so also is information that is holistic and episodic. The discourse of persons struggling to increase their understanding of social matters features and solicits these qualities. And these qualities match nicely the characteristics of the case study (p. 7).

The nature of case study appears close to what Spradley meant when he referred to a bounded group sharing particular cultural scenes

in a particular social situation. Spradley (1972) explained that a 'bounded group' could be a neighborhood, a school, or a class within a school. "A 'cultural scene' is the information shared by two or more people that defines some aspect of their experience. Cultural scenes are closely linked to 'recurrent social situations'. The latter are settings for action, made up of behavior and artifacts that can be observed by the outsider; the former are the definitions of these situations held by the insider" (p. 24).

The case study is descriptive and interpretive in the sense Geertz (1976) referred to when he said, "what it is interpretive of is the flow of social discourse; and the interpreting involved consists in trying to rescue the 'said' of such discourse from its perishing occasions and fix it in perusable terms" (p. 20).

This was not a complete ethnography - for it did not purport to identify and explain all the salient characteristics of a particular culture or sub-culture. Even ethnography, as Geertz sees it, never 'gets to the bottom of it' as he relates in the story from India. "An Englishman who, having been told that the world rested on a platform which rested on the back of an elephant which rested in turn on the back of a turtle, asked, what did the turtle rest on? Another turtle. And that turtle? 'Ah, Sahib, after that it is turtles all the way down'" Touche! (1976, pp. 28-29)

Grounded Ethnography

The use of a grounded ethnography and case study was compatible. The basic premise of 'grounding' concepts was first advocated in theoretical form by Glaser and Strauss in 1967. They also provided a first-hand account of its use by them in a hospital setting. (Glaser and Strauss, p. 96) Richer (1975) in commenting upon this attempt to give

form to qualitative data referred to the studies by Jackson, Life In Classrooms, and Smith and Geoffrey, The Complexities of an Urban Classroom - both implicitly conforming to the principles of grounded ethnography. Richer went on to ask:

> The question is, how does one construct a relevant conceptual system and from this a set of appropriate observational categories? It seems to us that one does this by attempting to discover the meaningful aspects of the school's operations by watching and listening to teachers and students alike, preferably with as few pre-conceptions as possible. The assumption is that what is important about schools will be reflected in the conversations of people in these everyday interactions (p. 391).

Wilson (1977) however, provided a word of caution when he stated that no-one enters a situation a true 'tabula rasa'. This must be kept in mind by every classroom researcher.

While the researcher brings some 'foreshadowed notions' (Malinowski, 1922) to the study he attempts to avoid prestructuring the inquiry. Instead as Janesick pointed out, a picture is generated on a day to day basis while doing fieldwork, "The explanation develops from the descriptive data. In the field, extensive notes are taken on the actions and statements of those under study. In some systematic fashion the notes are read, organized and tentatively analyzed" (1977, p. 27).

A grounded ethnographic approach to data collection conforms to the thinking of Battersby (1981). He referred to grounded ethnography as a strategy which utilized "the multi-instrument approach of the ethnographer to generate a thesis or picture of certain social processes" (p. 93). The emphasis is placed upon the generation of a 'picture' of a particular setting, i.e. a social studies class. "Often the situation, however, is one in which there is a need for generalization about that

particular case or generalizing to a similar case rather than generalizing to a population of cases" (Stake, 1980, p. 70). Kemmis (1980) while agreeing that case studies allow for generalizations about an instance, stressed the case studies' strength lay in their attention to the subtlety and complexity of the case in its own right.

Implicit in a commitment to a grounded ethnographic approach to research is the importance of providing interpretation of instances which are intimately linked to, and verified by, data obtained from the actors in the situation itself.

RESEARCH TECHNIQUES

Glaser and Strauss made the following comments regarding presentation, of data, "(the researcher) can quote directly from interviews or conversations that have been overheard. He can include dramatic segments of his on-the-spot field notes. He can quote telling phrases dropped by informants. He can summarize events or persons... Sometimes he will offer accounts of personal experiences to show how events impinge upon himself" (1967, p. 229). In order to present such data this case study used participant observation, interviewing and personal documents.

Participant Observation

This phrase is used in this study to refer to research characterized by a period of intense social interaction between the researcher and the subjects, in the milieu of the latter. (Bogdan and Taylor, 1975)

It is the task of the participant observer to capture the essence of an event. It is not sufficient to record the event for its own sake; he must try to interpret the meaning of the event for those involved. (Searching for an understanding of the 'understandings' of others).

He must try to discover both the apparent and unapparent import of actions and events. Such research is, "an elaborate venture in thick description" (Geertz, 1973). - using a fund of rich, primary data.

Duignan (1981) listed certain advantages of the participant observer procedure:

1. it allows behavior to be recorded as it occurs in the natural environment;
2. it permits the recording of "the stream of behavior" so that whole events are preserved;
3. it allows the routine of the job to be observed and recorded... which may be the key to the understanding (p. 290).

Duignan also stressed the importance of the researcher making explicit to his readers his own particular orientation or conceptualization of the research - because he is the instrument for both data collection and interpretation. He must also endeavor to present, if he is aware of them, any particular biases he possesses toward any of the people or occurrences in his research. More than that he cannot do!

Participant observation maximizes the possibilities of unexpected discoveries being made and incorporated into the research (West, 1977). Emphasizing the 'groundedness' of this technique Fisher (1975) pointed out that the key methodological tool is the recording of the process in the classroom by writing detailed field notes.

The 'position' of the participant observer is crucial. Where does he stand? Does he seek to provide 'experience-near' knowledge or 'experience-distant' knowledge? (Geertz, 1976). Wilson (1977) clarified this dilemma stating that in addition to systematically taking the perspectives of the subjects...he also views actions from the perspective of the outsider. By seeking to understand actions from the

different perspectives of various groups of participants, the researcher (while gaining an understanding of a particular outlook) avoids getting caught in any one outlook.

This researcher's first-hand experience in sport may provide a suitable analogy. The game of soccer (as played by 'old-timers' who are a little short on stamina!) allows for continuous substitution on and off the field of play. When on the field a player has a special awareness and feeling for 'how the game is going'. When spending some time on the bench one hears comments from the spectators about 'how the game is going' and what should be done to put it right! Being in the position of substitute and moving into and away from the action on the field provides a more authentic understanding of 'how the game is going' than either total participant or total observer can achieve.

There may be, however, a further element to the kind of understandings one makes of the actors and their actions - Eisner (1977) used the term 'connoisseurship'. By this term Eisner meant the 'art' of perception that makes the appreciation of such complexity possible. Referring to Jackson's Life In Classrooms he pointed out how Jackson raised questions that grew out of the perceptive, critical observations he was able to make. He went on to relate such perceptions to the use of 'thick description' - the aim being to describe the meaning or significance of behavior as it occurs in a situation full of meaning. "If it is true that the universal does indeed reside in the particulars which artistic activity constructs, the renderings of those constructions in critical language should open up aspects of classroom life that participate in such universals" (p. 356).

Personal Documents

Personal documents include those materials in which people reveal in their own words their view of their life or some other aspects about themselves and their thoughts. Such documents include students' notes, diaries and notebooks. These were used in conjunction with participant observation and interviewing. Facets of the total picture, which were not directly observable, were added by their use.

Interviewing

Interviews ranged from informal conversations to more structured situations attempting to elicit particular understandings. Interviewing in this study required the pre-requisite of researcher acceptance by the students. Bogdan and Taylor (1975) stated that there are actually few exact rules which may be offered to help interviewers in their research. If the researcher understood his goals, his subjects and the interview situation, there was a wide latitude in what could be done. What was ultimately important was not the procedures, but rather, the frame of reference. It was envisaged that the interviewing component of this study would be of particular importance. Gaining an understanding of children's competencies would require numerous, in-depth interviews in order to elicit their understandings, their thinking, and their terminology. (Spradley and McCurdy, 1972; Spradley and Mann, 1975; Spradley, 1979; Agar, 1980)

The interviewer enters an interview situation with the question, "What do my informants know about their life-world that I can discover?" At the end of the study he is left with the problem of how he can translate the life-world knowledge of his informants into a description others will understand. Spradley (1979) suggested that interviewers must explain their goals in the terms used by the students; and, encourage

students to talk in the same way they would talk to others in 'their cultural scene'.

VERIFICATION

The 'power' of a particular piece of research is often judged by its ability to satisfy certain criteria, i.e. validity, reliability, generalizability. This section will address this problem in terms of the 'power' of the case study and its impact upon the educational scene.

Validity

The root meaning of the word 'validity' is the same as that of the word 'value': both derive from a term meaning strength. Lacompte and Goetz (1982) in assessing the credibility of ethnographic techniques stated that validity may be its major strength. "This becomes evident when ethnographic styles are compared to survey studies, experimentation, and other quantitative research designs for assessment of internal validity" (p. 43). Research rich in primary data, which provide the reader with multiple examples from field notes, are generally considered most credible. Kemmis (1980) stressed the importance of triangulation - to respond to the multiplicity of perspectives present in a social situation. West (1977) elaborated further:

> The best strategies of control seem to be various triangulations of data. Conscious searches for negative or modifying data, data from different sources, data collected under different circumstances (in groups and with single informant/respondents, solicited or unsolicited by the researcher, by verbal report or observation) (p. 68).

Reliability

Addressing the question of reliability, Duignan (1981) believed it was incumbent upon the researcher, therefore, to explicate for the reader his methods and procedures of recording, coding and analysis so that the reader could judge for himself the appropriateness of precedures and categories employed. Kaplan (1964) presented some cautions in terms of reliability:

> We speak of an increase in the precision of a term, and in so far as it is taken to be empirical, we speak of an increase in the 'reliability' of the indicators. It is easy to sharpen concepts as much as we like; what is hard to determine is whether this sharpness is worth achieving in a particular way. If the sharpening is wholly conventional, the resulting congruence may be so low that even though the term has been made quite precise it may be virtually without any predictive power (p. 77).

He went on to add a further note, "Repeatability is often spoken of here as a requirement for scientific acceptability. I believe that this is a mistaken specification, or, at best, a misleading one. Many important scientific observations take place on special occasions whose recurrence is incidental to their scientific significance" (p. 127). The power and strength of the case study lies in its rendering of 'the case'.

Generalizations

Writers and researchers such as Stephens (1980), Kaplan (1964), and Stake (1980) have each in their own way articulated the 'duality' of generalizations. Stephens (1982) made a comparison between what he called 'vertical generalizations' which derive from a particular study and 'horizontal generalizations' which seek universals across studies. He suggested that the dynamic nature of schooling and the

changing social context of the schools often outdated stored-up, horizontal generalizations. Stephens saw generalizations in the form of interpretations; such vertical generalizations would depend upon the accuracy of researcher observations and upon the consistency of such interpretation with the theoretical stance the researcher brought to the study.

Kaplan (1964) wrote of generalizations as 'identifications' or 'presuppositions'. He referred to identifications drawn from a situation. Identifications link particulars given here and now with what has been or might yet be given in accord with general laws. Presuppositions were part of every inquiry and such generalizations drawn from previous inquiries were brought into every new inquiry.

Stake's 'formalistic generalizations', having a genesis beyond and before the situational data; and, 'naturalistic generalizations', produced from the situational data - all highlighted the dual nature of generalizations.

> What becomes useful understanding is a full and thorough knowledge of the particular, recognizing in it new and foreign contexts. That knowledge is a form of generalization too, not scientific induction but naturalistic generalization, arrived at by recognizing the similarities of objects and issues in and out of context and by sensing the natural covariations of happenings" (1980, p. 69).

What Stake referred to above was experienced by Phil Fraser (S.S.SC, 1982), he spoke of his surprise and pleasure at the comments he'd received from around the world about his production of Why Shoot the Teacher? - "That was the kind of school I went to. Those were the kind of perceptions I had!" Considering other fields, Kennedy (1978), showed how legal precedent and clinical treatment both work from

particular cases to general law and classifications. Stake (1980) claimed that because of the universality and importance of experiential understanding, case studies could be expected to have an epistomological advantage over other inquiry methods as a basis for naturalistic generalizations. Geertz (1975) suggested that what generality he contrived to achieve, "Grows out of the delicacy of distinctions, not the sweep of abstractions" (p. 25-26).

This chapter has provided the methodological and theoretical 'entering behavior' of the researcher. Attempting to consciously keep these positions in mind during the first few weeks of entry into the class to be observed proved somewhat traumatic. It was rather akin to the student driver who was so caught up with the procedures and sequences of mechanical actions necessary to drive the vehicle that he forgot to look up at the traffic! A smooth entry into the situational setting requires time for the neophyte researcher to 'operate his vehicle' and 'see the traffic'.

IV. THE RESEARCH SETTING

SYSTEM ENTRY

Before anything further could take place it was necessary to gain entry into a school system, school, and hence, a classroom. Initial activities began in the late Fall of 1982. Entry into a system was 'negotiated' both officially and unofficially at the same time. Officially application was made through the appropriate university office through to the appropriate office of the large city system in which I wished to operate. Included in this application was the name of a school and a teacher who might be willing to allow me entry into a particular classroom. Unofficially I had spent some time mentally checking off former colleagues in the system who might have been willing to help.

I had already defined certain parameters for the research which narrowed down the number of alternatives I might have had. My interest was with social studies and the issues involved. I was looking for a division two class because to my way of thinking, social studies became more of a distinct entity by this time rather than an extension of language arts within a social context. It also became more materials and text orientated than division one, and a definite time dimension of past, present, future, becomes part of the curriculum. The 'issue' component then becomes a part of this 'time' dimension and students must think about the issue from the 'time' perspective. I believed, therefore, that in division two I would be best able to witness students 'doing' social studies.

A second reason for setting this division two parameter concerned my own professional expertise. I had taught social studies

to division two students for the last fourteen years and I believed my research would benefit from the 'connoiseurship' I had developed. (Eisner, 1977). For the above reasons I had completed my mental check list and made contact with a former colleague. We arranged to meet and at that meeting I explained my intentions and the help and cooperation I needed. She agreed to my putting her name forward in my official application, although a little apprehensive about how she would react with, "You in my class!" Before sending the official application I also spoke to the principal of the school who also agreed to my request.

The official notice sanctioning my research arrived in December of 1982, it suggested I officially contact the school principal and classroom teacher indicated in the application.

SCHOOL ENTRY

Prior to the Christmas holidays I made my first official visit to Sunvale Elementary School. I discussed with the principal the procedures I should follow in gaining access to Mrs. C's class. I would draft a letter asking parental permission to talk to, and be a part of, Mrs. C's grade four class (Appendix D). This letter was to be sent out upon the students return from their Christmas break. I spoke with Mrs. C about her social studies program for the rest of the year. She said that she hoped to have completed topic A - Alberta, Past, Present and Future: Our Physical Resources, by the end of January and then she would begin topic B.

Her schedule fitted nicely into my time slot. I could use the month of January to begin establishing a rapport with the class and then concentrate my observation in February, March and April (Mrs. C believed that she would spend approximately ten weeks or so on topic

B) on the class in action. We both agreed to take a 'mental break' over Christmas and I would begin my fieldwork in January.

SCHOOL SETTING

I returned to Sunvale school after allowing both class and teacher a few days to get 'settled in' again. Sunvale school is one of the new (1980) elementary schools in the sprawling residential area forming the southern boundary of the city. It was built in an area that has been continually filling in with townhouse and single family dwelling developments. The growth spurt in the area was such that in the summer of 1981 two, four-room, 'pods' were added on to the main building. At present the school has a total population of approximately 400 students. While kindergarten and grade one classes are straight grades there are split grade classes in grade two to six. Division two consists of four classes; a straight grade four (Mrs. C's class); a grade 4/5 split, comprising the academically more able grade fours; a grade 5/6 split, and a straight grade six.

The students are drawn from an area that is predominantly single family dwellings, perhaps twenty percent or less come from rented multiple dwelling complexes. The single family dwellings are all new and real estate values range around $80,000. to $120,000. plus. This area has also been the 'first home' for many new immigrants to the city, and to Canada. Approximately half of the families have been in the city for less than five years. Perhaps forty percent of the population are new immigrants to Canada. Of these three-quarters are of East Indian origin and one-quarter South-East Asian. (The demographic information was compiled with the help of the school secretary at Sunvale, to whom I am indebted).

ESTABLISHING A RAPPORT

There now began the process of 'becoming accepted' in the school and 'becoming acquainted' with Mrs. C's class in particular. Other researchers have pointed out how essential this 'acceptance' phase is in order to operate in the role of participant observer and interviewer, (Moody, 1980; Schoenburger, 1981; Boyce, 1982). My objective during this phase was to consistently portray myself to the students as someone who wanted to find out from them their thoughts, feelings, and understandings. Extracts from my journal for January give an indication of what took place during this acceptance phase:

> Arrived at school and arranged for first meeting with the class. Pam (Mrs. C) will have had time to get the class settled, read a story, and begun some group work to culminate a social unit.
>
> 1:00 p.m. Pam introduced me as, "Mr. Whitney, who would like to talk to you." I told them I was very interested in grade four students and what they thought of, and about, in social studies. I said I would be in the school for some time and hoped we would be able to get better acquainted. They went back to their group project on 'regions' of Alberta while I walked around the class looking at the work they were doing. I had a copy of their school photos and so I asked them if they would sign their names by their photographs so that I could quickly attach a name to a face. They appeared to enjoy signing their 'autographs', and three of them asked when I would see them again so I'm pleased with my initial introduction.
>
> (Parental permission slips were sent home with all students at the end of the day.)
>
> (Journal Notes, Wednesday)
>
> Between 9:30 a.m. and 12:30 p.m. I spent my time working on teacher-aide activities for Pam. I was in and out of the classroom on a number of occasions during the course of the morning.....
>
> At lunchtime I talked to Pam about topic B, the unit she will start in a few weeks time. She asked for my input into putting together a suitable program. I said I would attend a topic B inservice to be given the following week.
>
> (Journal Notes, Friday)

I visited the class to give Pam some aide work I'd done. I stopped to say "hello" to the children and took time to look at some of their work. I chatted with one group who were putting together a presentation for the next day.

(Journal Notes, Monday)

Took some laminating into the class and stopped to watch them making Godseyes. Mary and Marvin asked me if I visited other schools and Alice asked me when I would be asking them some questions. Jane gave me a Godseye to keep. Prior to this she had asked me what was my favorite color, I'd said green, so I got a green Godseye!

(Journal Notes, Wednesday)

Spent the morning in and out of the classroom, laminating, copying and cutting out student work, I'm now greeted with smiles and recognition, plus unsolicited conversations with those I'm closest to.....P.M. Watched social studies presentations, listened to practices and preparations, and provided help when it was asked for.

(Journal Notes, Friday)

I took some aide work into the class to complete. I spoke to most of the students, mainly from conversations initiated by them. I helped out with an art project on 'design'.

(Journal Notes, Wednesday)

I talked to Pam about identifying particular students who would be the key informants for interviewing. I told her I was looking for a cross section of abilities, interests and attitudes.

(Journal Notes, Thursday)

I was invited to sit in on a group working at the back table (by Alice) L.A. workbooks were out but conversation was about what they wanted to be when they grew up, "Scientist", "Goaltender". Stuart gave me his hockey card collection to look at, "But keep it out of sight in case Mrs. C (teacher) sees it and takes it away!" (I kept them under the desk) Alice and Jane wanted to know if I was older than their fathers! And, what did I do at University? The talk moved to Wayne Gretzky and which Malls he owned. Cam said (to me) "Did you know he bought a Mall for 2 million?" The L.A. lesson ended but poor Stuart missed P.E. because he'd not finished. He asked me to stay and help but I said I wanted to play floor hockey!

I watched the boys game for a while and then I managed to get into the game. Martin came off saying he was tired and asked me to go in as substitute. There was some pretty tough pushing and shoving out on the floor. I was told by the captain to play in net. In the next five minutes I was moved out to defence and then back in net, by then Martin was ready to come back on so I moved off. I went and

watched the girls game and then left the gym.
(Journal Notes, Friday)

By the start of the new unit, which was the first week in February, I felt that I had become 'accepted' by the class.

CLASS DEMOGRAPHY

Mrs. C's class was comprised of twenty-six children. They were predominantly nine-year-olds with the exception of a couple of 'repeaters' who were ten. There were twelve girls and fourteen boys. Almost three-quarters of them had moved to the city from other parts of Alberta or Canada in the last five years; only three were new immigrants to Canada.

Ninety percent of them had brothers and sisters. Many of them were the oldest child in a family of two or three.

During my fourth week in the school I decided I was sufficiently 'acquainted' and 'accepted' by the class that I could talk to them individually to find out a little more about them. I was also in the process of selecting my key informants so the initial talks would give me a chance to find out a little more about each child before I made my decision. Although the establishment of trusting relationships constitutes a basic condition for the discovery of meaning in a social setting, the cultivation of key informants who are willing to engage in continuous dialogue about the meaning of what they are doing and saying is of particular importance. (Schwartz and Merten, 1971).

I approached this more 'formal' situation very carefully. I chose what I considered a 'neutral' area in which to conduct the interview. We talked together in a quiet corner of the school library which I felt was 'closed' enough to develop some intimacy with them as individuals yet

'open' enough for them to feel at ease and not 'shut in with a researcher'.

I felt (after the conversations) that all the children had been at ease and not anxious about the interviews; there were some who were quite willing to talk about everything and anything and others more reticent. The initial picture emerged of a group of children happily enjoying themselves. School subjects (which were not the source of any animated conversation) covered three broad categories; Those liked, mostly P.E. and art; Those accepted, math, language arts, social, science, music, spelling; and those disliked, which could be any of category two (but not one) depending upon the individual. Non-school topics such as leisure-time and interests were the source of animated conversations. Many of the girls had Barbie dolls and enjoyed playing with them. Boys and girls enjoyed outdoor games and cycling, indoor games that were enjoyed involved board games and electronic games. T.V. was watched by all whether before school, at lunchtime, after school or on weekends. Stuart said, "On Saturdays I have a hockey practice at 6:00 a.m.! But that's good 'cos I'm home at 7:00 a.m. and I can watch cartoons all morning. If nothing goods on I just keep turning the knob until I watch something." One T.V. show that was mentioned by over half the class was, 'Little House on the Prairie', perhaps it's time slot (just after school and prior to supper), and the winter (early darkness and cold) partially account for its popularity?

From these talks with individual children, my four weeks of observations, and Pam's input I chose eight key informants.

KEY INFORMANTS

Criteria For Choice

In talks with Pam I had explained that I wanted to obtain individuals

who would provide me with a cross section of the class. Pam provided me with a list of all the students on which she had checked particular areas. These areas included interest (or lack of) in social studies, enthusiasm (or lack of) for school work in general, and ability level of the child. I kept the list in mind when I talked to the students individually, adding a fourth component of my own which indicated how open they were in expressing thoughts and opinions. With these four characteristics in mind I made rough groupings of students. I chose four girls and four boys, a particular balance in terms of the class as a whole. From then on I randomly picked an individual from each of the rough groupings, eg: Alice - keen on social, good worker, above average ability, quite open in expressing her opinion. I hoped, therefore, that my eight key informants would provide me with children's understandings that would cover the range of interests, attitudes, and abilities in the class.

When I made the choice I sent another letter home to their parents asking permission to talk with them (Appendix D). During the course of my fieldwork I was to hold six formal interviews with each of them, two group interviews, and, an interview with their parents (see letter, Appendix D). Requests to observe the whole class, talk to key informants and their parents were given 100% support and cooperation (for which I was truly grateful).

Brief Profiles

Alice: From the outset Alice was most cooperative and willing to talk about herself and her feelings. She told me that she was an only child and had lived on a farm up until a few years ago. Her father was a busdriver working various shifts and her mother taught dance and jazz many evenings and all day Saturday. Because of her parent's occupations

she spent lots of time with a babysitter in a different neighborhood. Alice was one of the most popular girls in the class; a combination of good looks, intelligence and nine-year-old charm. Both I.Q. and reading scores put her above average for grade four. She had consistently done well in social studies since grade one and she enjoyed most aspects of it. She said that she, "reads and reads", and watched T.V. "but not as much as most kids". Many of our conversations brought in the books she had read or was planning on reading. Usually she read adventure books. Throughout our time together she was always cheerful and pleasant and exhibited a positive enthusiasm towards the topics of our conversation, whether about the unit or otherwise.

Tonya: Tonya was the elder of two children. She had a younger brother in grade two. Her family had moved around to many places in the last few years. Tonya had been at Sunvale for two years now. Conversations with Tonya were always thought out and considered. She didn't rush to say things but she did carefully express her thoughts and opinions. Social studies was not one of her favorite subjects, she much preferred art, music, and gym. At school Tonya was friendly and talkative and got along easily with her classmates. At home she spent much of her time watching T.V. or making things and then playing adventures with them. Tonya had always received a satisfactory grade for social studies back to grade one. She was of average intelligence and had a low-average reading ability.

Teri: Teri had moved into the city from a small town in grade three. She was the oldest of four children, three girls and one baby brother. Conversations with Teri began to open up more after our first meeting. She enjoyed most of her school work but didn't really care much for social studies. Outside school she watched T.V. and spent a

lot of time acting out plays with her younger sisters and best friend Diana. Teri got along well with everyone in the class and always appeared to be happy and cheerful. She had always done well in social studies even though it was not popular with her. Her intelligence and reading ability were average for grade four.

Diana: By coincidence Diana and Teri were the best of friends. This proved most useful in cross-checking activities and opinions as the fieldwork progressed. While Mrs. C described Diana as keen on social, Diana herself said, "I hate it". Diana moved into Sunvale in grade two, prior to that she had been at another school in the city since moving from Ontario. She had a younger brother in grade two. Diana said that she spent most of her own time watching Pay T.V., if she wasn't out over at Teri's. In class Diana was popular, pleasant, and quiet. In my conversations with her she was very quiet and reticent to give opinions. As the fieldwork progressed we became quite friendly but it was always difficult to get her to give an opinion and elaborate on it. Diana had always produced satisfactory social studies work in school, she was of average intelligence and reading ability.

Martin: By another twist of fate, Martin 'liked' Diana. This state of affairs continued through the fieldwork period and again provided another cross-check of feelings. Martin's family had moved from Newfoundland some years ago, stopping at four or five places in Alberta before arriving in the neighbourhood when Martin was in grade three. Martin had two teenage brothers and 3 younger sisters. His family didn't have a T.V. but he spent lots of time over at his friends who also had a video. Martin was an open, frank boy, quite easy to talk to. In social studies, which he enjoyed, he had always done well since grade one. Martin's reading ability was above average. Although he talked of 'girls'

and 'girlfriends' he appeared to be less mature than others in the class.

Cam: Cam was willing to answer questions but not to elaborate too much on his answers. He was very outdoors and sports minded, enjoying both ice-hockey and soccer. When indoors he would watch T.V. or make up adventures with his dinosaur models. Cam, too, had moved around a number of schools in the past few years. He was the eldest child and had a sister aged seven. Cam got along well with his classmates and he was also 'chosen' first for team games. He enjoyed social studies and had always been graded as satisfactory at it in division one. Both his I.Q. and reading ability were average for grade four.

Tony: Tony had also done a lot of moving around before arriving at Sunvale for grade three. His parents were split up and he spent most of his time living with his mother. Tony's mother worked during the evening so he, and his younger sister, spent a lot of their time in the care of a teenage girl who came in to babysit them. In Tony's terms, school was 'a total switch-off', whereas T.V., video, and Pacman were 'total switch-ons'. While particularly disliking social studies Tony had come through division one with above average grades in that subject. He was of above average intelligence, quite talkative and gave the impression of being very negative about school work in general.

John: John had moved from Montreal (not French) and started Sunvale in grade two. Conversations with John, similar to Tony, were animated when the topic was T.V., movies and games, but lifeless and full of grudging monosyllables where school topics were concerned. John had one brother in grade six. He had little interest in sports and preferred to spend his time making up adventures with his Lego or watching T.V. John was quite definite in his dislike for social studies and he didn't really care too much for any school subject except art and

gym. Division one social studies marks had, however, always been satisfactory. John's reading level was quite low and this connected with a lack of maturity had convinced his mother he should be held back a year before entering junior high. John had a very friendly nature and got along well with his classmates.

(N.B. Of the eight key informants, three were receiving resource room time for remedial reading and two were receiving extra time to 'extend their creative writing skills' - a 'gifted' program.) With the key informants chosen and a good rapport developing with the class, Mrs. C began the new unit, topic B.

THE UNIT OF STUDY

The particular unit I was to observe unfold in the class was based on the prescripts and objectives set out in the 1981 curriculum guide (Figure 1). Taking these guidelines and objectives and working them into a program for the students was a concern shared by Mrs. C and myself. I had said I would attend a topic B inservice and from that put together a program that Pam would then consider for use.

"How Should We Adjust to New and Challenging Conditions?": An Inservice For Topic 4B.

The inservice began at 9:00 o'clock in a room crowded with social studies materials. This was the social studies center for the city system and it was being presented by a teacher-consultant. The lady presenting the inservice had been a grade four teacher for many years and ideas and activities suggested at her inservices were always well-received and respected in the system. After a cup of coffee, "to waken us up!", I and about 15 other teachers were ready to find out how to tackle topic B.

Mrs. G first referred to the curriculum guidelines which suggested

Figure 1

GRADE FOUR — ALBERTA, OUR PROVINCE

Topic B — Alberta, Past, Present and Future: Our Human Resources

In this topic, students investigate issues relating to how people use their work and leisure time, and how new skills and interests are developed through formal and informal learning. Comparisons are made with lifestyles of people who lived in one or more previous historical eras (e.g., Alberta's initial settlement, the Depression, and wartime). As students become aware of changes in occupations, leisure time activities and education, they should be encouraged to predict future trends in these areas and how their own lives may be influenced. This topic, in combination with Topic A, should provide students with a broad awareness of the distinguishing features of the major eras in Alberta's history.

GENERAL VALUE ISSUE: *HOW SHOULD PEOPLE USE THEIR WORK AND LEISURE TIME?*

RELATED SOCIAL ISSUES AND COMPETING VALUES:

Social Reliance / Independence — Should we use our leisure time as people used it in the past?

Charity / Self-Reliance — Can people make a contribution if they are not employed?

Self-Sufficiency / Efficiency — Should people strive to be specialists or "Jacks-of-all-trades"? (Compare work in different historical eras.)

VALUE OBJECTIVES

Students shall develop personal growth in the following value-related areas:

- An understanding of the values that have provided a basis for the use of work and leisure time activities in Alberta's past.
- An increased awareness of the ways in which personal needs, wants and interests affect use of time, activities and resources.
- An appreciation for the variety of ways in which people of the past and present have striven to create a healthy balance between work and leisure activities.
- A positive attitude toward personal uses of leisure time.
- An ability to use knowledge to predict consequences of alternative uses of work and leisure time, and to use those predictions to help choose preferred alternatives.

KNOWLEDGE OBJECTIVES

Students shall acquire information to develop interpretations of the following concepts and generalizations:

Resources

A society creates institutions that will facilitate the development of skills needed to help people overcome scarcity of goods and services. Schooling has changed over time as the need for new goods and services has changed.

A society may have a scarcity of skills to perform needed work, or a scarcity of jobs, or both. At different points in history, Alberta has experienced both situations.

Adjustment

In all historical eras, people have been offered incentives to encourage greater productivity. Incentives may be economic (e.g., wages), social (e.g., social contacts), or psychological (e.g., status).

Values

A balance between work and leisure activity is important to personal health. The use of work and leisure has changed as Alberta has become an industrialized society.

The ways in which people use their leisure time (e.g., participation vs. spectatorship, individual vs. team, indoor vs. outdoor) reflect their values.

In modern, urbanized society, people are becoming increasingly concerned about the need to plan their leisure time to include a range of physical and social activities.

SKILL OBJECTIVES

Students shall develop proficiency in all skill areas, including the following specific skills:

Inquiry Skills and Examples

A. *Describe the issue* as a whole class to show alternative views about uses of human resources in historical eras.
B. *Formulate questions* as a whole class to guide information-gathering, including questions for interviews, surveys, field trips, etc.
C. *Read and interpret library materials* on human resources by using the subject headings in a card catalogue.
D. *Explain discrepancies* in viewpoints about "the good old days".
E. *Formulate generalizations* about changes over time in ways of using human resources for work and leisure.
F. *Formulate alternative solutions* to the issue and identify underlying values for each.
G. *Create a plan of action* to implement the choice made.
H. *Assess the suitability* of research questions and methodologies.

Participation Skills and Examples

A. *Express ideas* orally to classmates concerning ways in which to use work and leisure time.
B. *Listen to expressions of ideas and feelings by others* about the best uses of human resources for Alberta's future.
C. *Develop an appropriate model for decision-making* about the use of work or leisure time.
D. *Assist in a group project* to apply conclusions about a desired balance of work and leisure time in a classroom situation.

possible eras from which to examine "Lifestyles". She suggested we leave out the depression, "the kids have no experience of it". She also warned against the Second World War, "It's too much like Star Trek to them!" In terms of time period she said we must work from present to past, or present to future, but always come back to the present, always contrast.

We were told of the vast array of materials that could be used with this unit, and how we could selectively pick and choose to build a program of our own. Resources mentioned included: Kanata Kit, Relating the Books for Young Canada Readers to the Curriculum, Units for the Young Canada Readers, Alberta: Settlement to Province, Growth of a Nation series, and Settlement of the West (kit).

The inquiry model was illustrated together with the topic issue, "How Should We Adjust to Change?" Various 'Openers' were suggested such as the Provincial Museum, or a walk back into the past along 1885 Street. Another 'Opener' was to use a series of pictures depicting pioneer life. The unit would start by discussing differences - what had changed. Mrs. G said that she set up her own unit for she knew in what direction she wanted it to go.

Gathering and Organizing Data: This was the main section of the inservice, which would get at the where, why, what and when of the pioneer era in Alberta. She suggested making a large world map with threads leading from Alberta to the countries from which the settlers came. Word searches of countries on a worksheet and definition of 'emigrate' and 'immigrate' would provide a language arts link (Settlement of the West Kit).

The unit could then go on to look at the reasons for people coming to Alberta today and contrast these with reasons for early settlers coming.

This would lead into a section on advertising. Were the ads put out by the government truthful? What was the real situation? Diverge here for a moment and look at modern advertising techniques. Consider the researched facts and then evaluate the data.

Mrs. G mentioned her approach to research. "They must have access to the information before they can evaluate." Questions could go on activity charts or be taken from Young Canada Readers units. This gathering, charting and note-making was essential. Role-playing in different family groups would help them appreciate the settlers position. "Ask them to watch Little House on the Prairie, it's good for family relationships."

The Settling the West Kit had much in it and should be dipped into. 'Filing a claim' could be researched then role-played. 'The Wright Family' could be read as a story, chapter by chapter. Each chapter could then be contrasted with life today. The 'Indian Visitor' could lead into a number of issues about hospitality and strangers today.

Problems and hardships faced by the settlers could be researched using Pages From the Past, Souvenirs, Chinook Ridge, and the Growth of a Nation series, this could be group or individual research working from activities cards. This would lead into a study of 'lifestyles' in which working and leisure could be contrasted with the present. Here was an opportunity to use filmstrips, make lots of drawings, develop posters and write creative stories and poetry. Men's and women's work could be compared and contrasted with today. 'Education' could also be researched and contrasted. Having the children make large 'picture posters' depicting the comparisons and contrasts; or making a 'Pioneer Newspaper', would provide teachers with evaluation material. The information and knowledge developed could provide a base from which

to speculate about changing lifestyles and uses of leisure time in the future. Again there would be role-playing situations developed.

Mrs. G then returned to the inquiry model to show how the 'evaluate and synthesize' section would come from the charts and posters made as the unit progressed. In terms of the 'resolve, apply and evaluate' part of the inquiry model she suggested role-playing situations to bring out this section. The unit would end with a return to the topic issue with a discussion and recording of the different points of view. Mrs. G concluded by saying this was a prescriptive curriculum but teachers must get the unit to work for them with their students. She stressed the value of role-playing for understanding situations. "I do a lot of role-playing." She warned that the teacher must control the situation by building on a small item and providing background research. The children must "be" not "pretend".

It was on that note that we left the inservice, armed anew with an array of fresh ideas and strategies, and, equally important, a new surge of enthusiasm to tackle topic B. It was the following day that I arrived at Sunvale and spent the lunch hour talking to Pam about ideas for the unit. Pam spoke of her interests and concerns in building a working unit for her class. We agreed that I would 'build' a program, based on the inservice, and Pam would then read it, change or modify it, and run through it with her class - making sure it catered to her perceived needs of the students and emphasizing areas that catered to those needs.

Over that next weekend I thought a lot about the program I was putting together and about the orientation of the lady who would be using it.

Pam: A Teacher Profile

Pam came from a small town of about 5000 in Saskatchewan. It was there that she went to elementary school, K through 8, and then on to high school, "My father was the principal of the school (chuckles)!" She said she decided to become a teacher in spite of this! She couldn't remember when she'd decided,

> I always wanted to be a teacher. I never thought of being anything else. That's true, ever since I was as small as I can remember I wanted to be a teacher.

The desire to be a teacher stayed with Pam through her elementary, junior high and high school years. Pam's teacher training was at the University of Saskatchewan in Regina. She took a four year course in which she specialized,

> ... in about four different things! 'Cos they kept switching my major. I got badly counselled a couple of times. I switched around. I started off as an English major, switched to reading, got badly counselled, completed four years in three! Then I switched to early childhood and did an early childhood major.

She never taught in Saskatchewan but moved straight into this city. Saskatchewan was not hiring people with degrees at that time but staff officers for this city system came to the university and interviewed students. "So we were hired right on the spot. We heard from Calgary later but we didn't go there." It had become 'we' by then. "Yes, it was forever too. I really did a lot of things young (laughs). We married in the last year of university. That's why I went to Regina because Lance was going there."

Her first teaching position in the city was in kindergarten.

> I actually opened up the first one in Defton school in the city. There was another one next door. We were both totally free, knew

> nothing about what we were doing, had no curriculum to follow, had people in from the government all the time observing...it was a system project trying to get the government to approve it - kindergartens throughout the system. And that was my first year of teaching!

Pam continued in the same teaching position for three years. She left with the expected arrival of her first child.

> I stayed home eight months after Sandra. I worked in kindergarten-grade three half time, then I was off for the half-year. Then I went back and I was part-time for one year. Then I had grade four for a full year, and then I had Ken and I stayed home for two years. I got two full years leave.

Pam came back into the system three years ago and she has taught grade four ever since. She expects to continue with grade four for a little bit longer. "I like grade four, I like that age level of kids. Because of the demands of home I'm not eager to uproot and start something new."

Considering the spectrum of subjects she teaches in grade four, Pam states,

> I don't mind any of the subjects I teach except that in some I get frustrated with myself that I can't do the kind of job I would like to do. And I feel inadequate in some subject areas and that's why I don't like them. But it's my own frustrations with my own inadequacies.

She's most confident when teaching math. "Although I had problems with math at achool. I guess I can understand why the students have trouble with it...and then I have language arts." She sees math and language arts as the priority areas in her mind, with the other subjects following after.

In terms of the information to be covered at the grade four level in social studies she says,

> I don't think it hurts them to know a little bit about their own province. To travel around. But to focus on the resources, I'm not sure. Yet I talked to one lady and she thinks it's great. It's probably just me, but to go at it just from the resources point of view, that's something that should go into it, but I'm not sure it should be the main focus.

In terms of 'issues' she doesn't really think the kids care about them.

> But maybe that's my own weakness?...I think if it's something they are really interested and concerned about. But even so they just...they don't think like adults do of...a....The only issues they are interested in is if something is going to <u>immediately</u> affect them.

Time to get through the curriculum is a problem.

> I've never accomplished it all. I've done "A" and I've done "B" and I've done the options... I've scratched the surface of them. Never begin to go through all the stuff that's there...And we left a lot. We could have gone in a lot of different directions, in a lot more depth.

Optimistically she believes units leave students with an 'impression'. "I'm sure in a year from now if you ask them facts they'd be very vague but they would have an impression...And there would be certain facts that they remember that give them that impression."

She is pessimistic about the values component of units.

> Values is such a hard thing. Values such as appreciating each other as human beings is worthwhile. Maybe I'm pessimistic but I feel your influence is limited. I think values are so home-tied. They might learn to say the 'right' thing but internally they have been put there from day one...I think values should be on-going throughout the day, throughout the whole atmosphere of your classroom.

Pam's overall view of social studies is that it should have an activity approach.

> And I think that there are certain skills that you are looking at. I've been working on working together, researching, just kinds of social activity things towards an end. Social to me is people and how they live and how they get along.

Finally, Pam did have faith in the material obtained from any inservice with Mrs. G, the teacher-consultant. "Yes, I went to one and it was very helpful. She was good. Her ideas weren't too far out. She knew what grade fours were like."

It was with this reassuring convergence in mind (Pam's perspective and the inservice's perspective) that I prepared a unit for topic B.

The Working Program

SOCIAL STUDIES TOPIC 4B

Topic Issue: How Should we Adjust to New and Challenging Conditions?

Resources Available

Pages From the Past Chinook Ridge Souvenirs	Young Canada Readers series and Worksheet Units for each text.
Settlement of the West Building a New Life In the Pioneer Home	Growth of a Nation Series.
Looking Back 1882-1982	Schoolboard Publication.
Settling the West (Kit)	
Kanata Kit (4B)	
Settlers of North America (Filmstrip kit)	
1982 Alberta Calendar	

Other Resources

A fieldtrip to 1881 school.

Resource person from Society for the Retired and Semi-Retired.

UNIT DEVELOPMENT

Unit Objectives	Teacher Directed Tasks	Student Activities
A. 1. Presenting the 'Opener'	Pin up issue on laminated card. Display of Pioneer Pictures from 1982 calendar, 1882-1982 booklet, Settling the West Kit.	
	Present a timeline on board.	Make timeline in notebooks and fill in.
2. Develop a concept of 'past'.	Discuss where birthdays, parents birthdays, grandparents birthday would be. Put on timeline, 1st Car, 1st Radio, 1st T.V. and Pioneer Era.	
3. Change concept.	Discuss 'changes' and list on a chart.	Contributions to 'changes' list.
B. Gather and Organize Data on the settlers (analysing)	Present overview of the west up to 1880's.	Draw and color pictures to make a class collage "Before the Settlers"
1. Origins	On large world map put threads from Edmonton to countries of origin.	Notebook work. Pages From the Past p. 49-50 answer worksheet questions in notebook. Settling the West: Worksheets. "Emigrate-Immigrant" "Countries they came from" Mapwork.
2. Compare with the present.	"Why do people come to Alberta today?" Chart list. Draw parallels with past.	

Unit Objectives	Teacher Directed Tasks	Student Activities
3. Why settlers were attracted West.	Advertising: Kanata Kit Booklet p. 6-7. Discuss the adverts. to attract settlers. Explain why the Government and C.P.R. wanted the land settled.	
4. Advertising methods today - analysis and synthesis.	Discuss 'selling' methods used today.	Make up an advert for a product. Draw, write and present advert. to class.
5. Researching and note-taking.		Pages From the Past p. 49-50. Questions A-F Answers in notebooks p. 48 Questions A-F
	Discuss student answers to research questions.	
	Read 1. Pages From the Past p. 50-52 'Paraska Nahornic Comes West'. Discuss	
	2. Settlement of the West, p. 54-57 'Trip to the Homestead'. Discuss	Students list 'hardships' in notebooks as story progresses.
	3. Chinook Ridge p. 10-17 'Finding a Homestead'	List 'hardships' while story is read.
	Make a chart of 'hardships' from student responses.	
	Show 'Transportation' filmstrip from Settlers of N. America Kit.	List 'hardships' of travel.
6. Presentation activity for evaluation of 'hardships' information.		Make a cartoon showing hardships.

Unit Objectives	Teacher Directed Tasks	Student Activities
	Look again at Kanata Kit Booklet p. 6-7 Also: Getting Ready for the Settlers (Settling the West Kit) p. 14-16. Discuss Read chapter one of The Wright Family (in Settling the West Kit)	
	Have Getting Ready for the Settlers and Pages From the Past available for research	Complete with worksheets Who sent out the advertisements? 1-2
7. Advertising Research	Make up groups for research.	Why did they advertise? Purpose 1-4. Where did they advertise? 1-6
8. Comparing and contrasting.		What does the advertising lead you to believe about Western Canada? (Written explanation). What do we know about Western Canada during this time period 1890-1910 "Facts"
9. Analysis of data.		Did the advertisements encourage people to settle? Reasons. Were these advertisements dishonest? Explain.
10. Synthesis of data.	Discuss group answers.	How did the settlers meet new and challenging conditions? List points.
11. Evaluation assignments		Draw an advertisement of your own to attract settlers. Make a cinquain, 'My First Weeks in Alberta'
	Continue to read two chapters of the Wright Family each week.	

Unit Objectives	Teacher Directed Tasks	Student Activities
12. Empathy with the early settlers, and their problems.	Discuss role-playing. Make up groups "A Family Moves to Alberta" (Provide scene and 5 w's). From Values Today (Settling West Kit) p. 8. Provide role-playing situations for group solutions regarding 'how to deal with strangers'.	Rehearse and present role-plays.
13. Finding realistic solutions to present day problems.		Rehearse role-play. Discuss feasibility of solutions.
14. Research and note-taking.		Pages From the Past. p. 50-51 Answer questions 1 and 2 a-e Souvenirs p. 14-17 Answer questions 1 and 2 a-e
Lifestyles Men's Work	Make up a chart for 'Getting their Land' and 'Filing a Claim' Show 'The Making of a Farm' (Settlers of N. America Kit)	Rehearse and role-play these situations.
15. Group Research Note taking and Presentations.	Assign one or more of the activity sheets to each group: Prepare them to report back to the class.	A. Chinook Ridge p. 79-80, Questions 1 and 2 a-e B. Chinook Ridge p. 89-94 Questions 1 and 2 a-f C. Chinook Ridge p. 41-44 Questions 1 and 2 a-f D. Chinook Ridge p. 98 Questions 1 and 2 a-g E. Building a New Life Aspects of men's work. Make notes on pages 11, 17, 21-25 and 78 F. Building a New Life Make notes, p. 28-30, 34, 38-39. G. Building a New Life p. 39045 Hunting, fishing, trapping. H. In the Pioneer Home p. 6-9. Making Household Goods.

Unit Objectives	Teacher Directed Tasks	Student Activities
16. Evaluation assignment. Women's Work	*Collect from groups on charts if group presentations too complicated. Show filmstrip 'Furniture and Household Goods' (Settlers of N. America kit) Read Souvenirs, p.17 'Through Women's Eyes' In the Pioneer Home p. 21 'A Women's Work is Never Done' Group Research - same procedure as mens.	Groups make overhead presentation to class. Collage 'Men's Work' whole class. A. Building a New Life notes on p. 31, 32, 37 jobs around the home. B. In the Pioneer Home p. 10-15, Quilting, spinning, weaving. C. In the Pioneer Home p. 16-19 candles & soap p. 20 home remedies D. In the Pioneer Home p. 22-27 cooking E. In the Pioneer Home p. 28-31 preserving F. In the Pioneer Home p. 32-34 butter & cheese G. In the Pioneer Home p. 35-38 sugar & spices
	Retrieval Charts on board.	Group presentations.
17. Evaluation assignment.		Collage Women's Work.
18. Compare and contrast.	Discuss Women today and yesterday. Work & Leisure. Men today & yesterday. Work & Leisure	Role-play Family groups depicting activities in the past, and present.
19. Speculate on the future.	Good points, bad points. Discuss Things that might improve for men & women in the future. Work & leisure time.	a) Role-play future families b) Written assignment - 'My Life in the Future'

Unit Objectives	Teacher Directed Tasks	Student Activities
Children's Lifestyles	Arrange for pioneer resource person to visit class to discuss childhood.	1. Prepare interview schedule based on worksheet for unit Pages From the Past.
20. Compare and contrast.	Make assignment sheet from Values Today, p. 21 'When I Grow Up'	2. Make up own interest questions. Draw a picture and write about your future job.
Education 21. Changes, past, present & future.	Arrange visit to 1881 school.	Chinook Ridge, p. 60 Questions 1 & 2, a-c Souvenirs, p. 42 Questions 1 & 2, a-i
	Read Looking Back 1882-1982, p. 1-11, p. 15-17 to class.	Souvenirs, p. 21 Questions 1 & 2, a-g Souvenirs, p. 47 & 43
22. Compare and contrast.	Discuss children's schoolwork, chores & leisure in pioneer days and now. Similarities and difference on a chart. Speculate on children's life-style changes for the future - games, fun, leisure. Make a list of games today and in pioneer times.	Complete charts on worksheet.
23. Evaluation assignment.		Written assignment 'Fun in the Year 2000'
	Discuss 'Do kids have more fun today?'	Write reasons in notebooks.
C. Evaluate and Synthesize 1. Evaluating students understanding of the unit.	Culminating Games set up. 'Homestead Match Up' (Settling the West kit)	Play games in groups of 2-4. Make up own game in groups 'Homestead Game' Settlement of the West, p. 58. Add extra information squares. Exchange games with other groups & play.
2. Resolve issue.	Final chart "How Did Pioneers Adjust to Change?" Discuss & list statements.	A. Pioneer Newspaper. Make up suitable 'period' articles in groups and put into a newspaper for the class.

Unit Objectives	Teacher Directed Tasks	Student Activities
D. Apply Knowledge to a new situation.	* Find a relevent issue involving adjustment to change. Develop it.	

* Mrs. C chose Computers and looked at how people feel about them and what we can do to adjust to them.

The Program in Use

Pam took the proposed unit home for the weekend to look over at her leisure. On the Monday lunchtime we discussed it. Pam said she would work with it starting that day. She thought that her main concern would be time, because she wanted to be through topic B before the middle of April. She also had an idea about computers in today's world as an issue to round off the unit.

For the next few months Pam developed the unit with the class as I observed them working through it. From the daily observations and the interviewing of the key informants that followed the lessons, the 'situational picture' of children's competencies evolved.

V. A SITUATIONAL PICTURE

INTRODUCTION

The careful cultivation of a form of research orientation in keeping with one's own perspective; the weeks of negotiating entry into school system, school and classroom; the diligence and concern in establishing a rapport with teacher and students; and the near paranoia of maintaining one's role over a period of months - all find their climax in the quality of the situational picture to be painted.

To continue the artist analogy further, without wishing to over-extend it, the researcher's brush is his written word. The pen may be mightier than the sword but, 'one picture is worth a thousand words'. The situational researcher's dilemma is just how to 'paint' in words the 'pictures' he has been intimately part of for months in the field, and, how to capture the essence of those many pictures and transpose them onto the page.

Painting the world all grey may be surrealistically symbolic, but it does nothing to capture the many natural colors that make up our world. The artist, by the skilful use of all the colors on his palette, produces a 'real' picture of the world. The researcher's 'real' picture also requires all the colors. The grade four class in this case study was not being 'colored in' by the researcher's perspective alone, rather it was 'colored' by a triangulation of sources; student notebooks, pictures, student interviews, key informants, group interviews, play rehearsals, parent interviews, teacher interviews, field trip observations, recess observations and class observations. Each source added an extra element to the picture so that the end product was as 'real' as possible.

The mere application of 'colors' does not in itself guarantee a valid likeness of what is. The validity of the researcher's picture is dependent, to a great extent, upon the triangulation of the data and the levels at which they are communicated to the reader. In this case study the writing task involved a translation of what was 'out there' in the classroom, onto paper.

Spradley (1979) set out levels of communication (for ethnographic work) which held for this particular research.

Level one: Universal statements. All statements about people, their behavior, culture or environmental situation (all-encompassing).

Level two: Cross-cultural descriptive statements. About two or more societies. A contrast of cultures (children - adults).

Level three: General statements about a society or cultural group. They appear to be specific but remain quite general.

Level four: General statements about a specific cultural scene. These are descriptive statements about a particular group. Even though referring to a specific group they are general in nature. Even when expressed by an informant and used in ethnography as a quotation, they represent an abstraction.

Level five: Specific statements about a cultural domain. Begins to make use of folkterms and the specific contrasts elicited from informants. Events, objects or activities as labeled by informants. The ethnographer should show how the informant uses these terms. A great deal of narrative description is required.

Level six: Specific incident statements. This level takes the reader immediately to the actual level of behavior and objects, to the level of perceiving these things. You begin (as a reader) to feel and see

things the way the actors in the situation might. A good ethnographic translation shows: a poor one only tells.

Spradley advises the researcher to avoid the middle levels or use sparingly. One should emphasize the most general and the most specific. Generalities are best communicated through particulars. One must communicate the meaning of the insiders to the outsiders. It was the intention of this researcher to follow his advice.

While the case study presented was predominantly the translation of direct observation, it also identified salient features of the grade four student's world that appeared unique to that world. It also attempted to verify the authenticity of such identified features by referring directly to the verbatim record of what was said. This process of observation, to identification, to verification was critical if a valid picture was to be presented.

This study began by being centered upon a particular class working on a particular subject - social studies. The initial parameters of the case were set around students' thinking in and about social studies. The research was to uncover their understandings of social studies and the use they made of such understandings for organizing their thinking. After the first few weeks in the class it became apparent that this was rather naive thinking! Student thinking could not be trapped neatly within the confines of one subject. While the fieldwork was still to be conducted during social studies periods the parameters of the study would have to be set by the students' thinking and not the researcher's plans. This study then was truly one involved with student competencies, as enunciated by Silvers (1975), "Those practices of understanding the world that allow the child to encounter a setting and to explore and organize knowledge of it and others" (p. 50).

There was, therefore, a plethora of data generated and a whole spectrum of themes that could have been developed. What has been included are those aspects of the childrens' thinking; those particular competencies, that are believed to be particularly pertinent to social studies. A number of themes are presented which either directly or indirectly concern the effectiveness of a social issues approach to social studies at a grade four level. The themes presented have been separated for the convenience of presentation; like the painted picture, any true appreciation must come from viewing the totality.

WORKING AND PLAYING

This section deals with the students apparent ability to operate at two levels at the same time. With little difficulty they were able to perform classroom research tasks; be cognizant of the teacher's expectations in terms of quiet atmosphere and research; and, maintain a spontaneous social interaction with their peers. The second part of this section examines how students used their time, both at home and at school, and considers what a predominant part play, make-believe and T.V. had in their lives.

"The Schizophrenic Mind": How To Work and Play Simultaneously

After the first few weeks of getting acquainted with the class I wanted to focus in on them while they were engaged in the task of 'doing' social studies. Mrs. C's class functions quietly and happily and I found it impossible to take up a position where I could take in all that was going on. The journal notes for this period indicate that I was picking up very little of what was taking place by trying to keep the whole class 'in view'. I therefore made the decision to move into a position where I could hear and observe just a small group of students. This proved to

be most 'illuminating'.

(Just caught the end of a spelling lesson, all are very quiet.)

1:15 p.m. (Mrs. C begins the social class by asking questions about the research assignment begun the previous day. She lists what has to be done: 1. Read certain pages.
2. Write out questions.
3. Answer questions.

(I move on to a table where Craig and Ryan are working together.)

Craig: Who's going to read? Can I read? aarrr, come on!

(Ryan reads page 49. Ryan reads most of the words but Craig helps by interjecting correct pronunciation. A short argument develops over who pronounces the words correctly.)

Craig: Now, go, would you.....We've got to speed up.

(Both decide to read silently. Craig finishes and closes his book.)

Craig: Oh! Social! I forgot my.....(Goes off and returns) pencil.

(Ryan is still reading. Both flip through the book.)

Craig: Let me see one of those cards.

Ryan: I'll do B, the advertising, then we can switch over.

(Both go back to own cards.)

Ryan: (Reading the question) When was the picture taken? Where?

Craig: In Canada, where else? (Picture title says London, England)

Ryan: Then write it down.

Craig: Now this is stupid. Now where do you think this picture was taken? (Writes it down) Oh ye!

(Mrs. C comes over)

Mrs. C: How are you two doing? (no answer) How did the land make it a good place to settle?

Craig: 'Cos of the rich soil? (Mrs. C leaves) Can I borrow your eraser Ryan?

(Both continue separate activities although supposed to work together.)

Ryan: What's all this?

Craig: Oh, I erased the wrong sentence.

Ryan: Can't you do better than that? (Better erasing)

Craig: I'd like to see you try. (Ryan tries) That's no good. I'm going to get my green eraser.

(Ryan continues erasing and Craig is admonished by Mrs. C for walking around.)

Craig: So, blow it all over me! (Eraser bits. Craig leaves again and returns with another one) You can use that.

Ryan: No, I'll use this. (own eraser)

Craig: You had a white one, a funny rubber stuff.

Ryan: No, it's a drafting eraser.

(Craig reads question again. Writes out first question. Both then turn and talk about Tonya on the computer.)

Ryan: Push 'return'!

Craig: I got that far on the first try.

Ryan: I didn't. But I tried it three different ways. The next time I tried it I get it.

Craig: I only got to the word "Brick Out" (A game on the computer. Four other students are also concentrating on the computer. Craig and Ryan continue to talk about the computer and how to use it.)

Craig: (Writing) How did the coming of the C.P.R., Canadian Pacific Railway, make Alberta a good place to settle? ummm...

Ryan: I'm on C.

Craig: I have 8 more questions.

Ryan: Should I go on?

Craig: Go ahead 'cos I'm finished. How did the presence of the mountains (He should have said 'mounties' but neither seem to notice) make it a safe place to settle? ummm.....you could get fresh spring water.

Ryan: How do you know?

Craig: 'Cos I read it. I read from 1 to 49 (pages). I finished when the traders gave the Indians firewater. (He looks at a picture of Gerry Potts)

Ryan: He was a good guy.

Craig: The Indians called it firewater because it was hot, or something like that.

(Craig thinks while Ryan writes. Ryan copies Craig's answer to C.)

Craig: D. Who is Clifford Sifton? (Flips open book) God! I opened the book right here, and there he is! (Ryan tries) Oh my God! You did it too! Clifford Sifton was the minister of the inside of interior. (Ryan writes) E. What was a homestead?

Ryan: Who's Clifford Sifton?

Craig: He's the Minister of the Interior. Who were the homesteaders? Just imagine, put a box down and press a button and a fence comes out. Press another button and the house and barns are there. (Back to writing) A farm was a homestead. ummm...D...F...

Ryan: Who was Clifford Sifton?

Craig: The Prime Minister of Laurier. Slice it again, there it is. (Sticks pen into pages) O.K. How could a person .....ummm.....buy a homestead? (Writes) By working on it for three years. There. F...G...

Ryan: What is a homestead?

Craig: A farm. Oh my God, you're still on H!

Alice: (Speaking across from her desk) So what, we're on B card!

Craig: I wasn't asking you. (Both turn to the computer and discuss the picture on it) Which countries did people come? Well, they came from Asia and the British Isles.

Ryan: Well, it tells you, Ukraine, Scanavia. (Mrs. C comes over)

Mrs. C: What should you have here?

Craig: Capitals (Mrs. C leaves) How do you spell Isles? H. What hardships did these people...just wait (to Ryan) face? A homestead is something like a farm.

Ryan: I know (Both write)

Craig: What are you on now? F? I'm on H. I'll wait, course I'll wait.

Ryan: You can roll on.

Craig: ...these people face? Blizzards, droughts, ummm... Did people believe in the advertising?

Ryan: Ye

Craig: Yes. A.B.C.D.F....aggh! I put A, B.....

Ryan: What are you on?

Craig: I don't really know. Oh Jeez! (Goes back to F)

Ryan: You finished? You're only on F.

Craig: I'll wait for you. I'm waiting for you. (Goes back to splitting pages.)

Ryan: Eh, you do and then I can take the answers home and we'll be finished.

Craig: What about me? That's the first time you'll take my book home...I put my creative writing in this book.

Ryan: Come on!

Craig: I'm waiting for you.

Ryan: There, I'm finished. (Craig waits and reads out words on a wall chart to pass the time away.) I could get buzzing out of there. (Points to computer)

Craig: I like the part where the butterflies are there. (looks at computer)

Ryan: Why don't you go on?

Craig: I'm waiting for you.

Ryan: You could be finished that by now. (Mrs. C ends the class with Ryan still writing. Craig leaves.)

2:15 p.m. (Journal Notes, February 10th)

9:40 a.m.

Mrs. C: I want both workcards finished today or it will have to be taken home. For those finished I want you to draw an advert. Pretend you are the Canadian Government and want to get people to come out west.

(Craig and Ryan are back at the table but now Marion and Norma have also moved there.)

Norma: You on card B now? I'm on G. You didn't write the countries down.

Craig: Shut up we're trying to work.

(Marion goes off to check on Teri at the computer. N.B. All of this action is taking place very quietly in a pleasantly busy classroom atmosphere.)

Norma: I spelled the wicked witch instead of the which. (Norma and Marion get into a conversation about birthdays and Craig joins in. A heated discussion concerns who was born first and by how many days.) You gonna wear a dress? (Norma talking to Marion about a party?)

Marion: I'm gonna wear red this afternoon.

(Norma and Marion then discuss dress styles so quietly that I cannot pick up the conversation.)

Craig: (Reading) He died for his country.

(Norma reads the same passage.)

Norma: I'm on I.

Marion: What time is the party?

Norma: You get two free certificates (I cannot follow this.)

(Both write down answers to G when Mrs. C walks over.)

Marion: Mum said I was dreaming about puppies.

Norma: I saw a film last night on werewolves. They had big bulby eyes.

Marion: Like Craig!

Norma: He's going to be Frankenstein!

Craig: And your going to be Godzilla!

(Norma and Marion are still answering G)

Marion: Oh sick! I was going to put British Columbia.

Norma: It's not in Canada, it's a state. (No-one argues)

Marion: And Wales.

Norma: I like earrings

Marion: What are you on, wait for me.

(Craig and Ryan are moved back to their own desks because Mrs. C sees little being done.)

Marion: What's H?

Norma: They found ( ) and drought.

Marion: (Begins to read the section) OK

Norma: Was I right? Was I, was I? How do you spell reality Mr. Whitney? (I tell her) OK I'm on B. Eh, this is how they got them there, free homesteads for millions. I'm going to show Mrs. C. Eh, Mr. Whitney, I read how they got them here. Free homes. And it probably says just below ten million dollars per yard! (laughs) I can't wait until tomorrow.

Marion: And your mum has to write a note to say when.

Norma: Do you know your phone number?

Marion: Now.....to settle in Alberta? OK (reads) Yes I would. It's good soil.

Norma: I'm going to be choosy about where I live when I grow up. (Goes back to question) Oh, I put becase. I make mistakes.

Marion: .....because of the rich soil. Card B.....You're on G! Oh no!

Norma: I put Gog instead of God!

10:10 a.m. (Mrs. C calls for everyone to pack up for recess and the girls leave.)

(Journal Notes, February 11th)

1:05 p.m.
Mrs. C: Back to the settlers. The people who came West had to learn new skills and crafts. You are going to work in groups and research men's and women's work. The first thing you have to do is find your information. (Mrs. C writes these directions on the board.) The second thing you do is read all the information, if you don't understand it, read it again. Then the third thing - record the information you need. Some of you have to tell in your own words. So record only the necessary information and record it in your own words.

(Students move quietly into small groups.)

1:10 p.m. (Stuart and Martin are researching 'Building Homes'. Alice and Irene, 'Preserving Food'. Both groups start off with a discussion of who should read and who should write. At this point three groups argue about listening in to each other.)

Alice: In the winter time they smoke them and eat them...In the summer or winter they could smoke food.

Irene: How could they smoke food? Just put it to their mouth? (Mimes like a cigarette)

Alice: No! Not that kind of smoke!

Irene: Tony might have wrecked the disc!

(Tony is working at the computer. Students get 15 minute sessions throughout the day, three times a week. The computer is in the corner of the room. It's a constant source of interest, conversation and concern. Everyone knows exactly who should be on it and at what time. Everyone goes through the learning sequences as fast as possible to get to the game, 'Brick Out', which is the major reason for the high interest in the computer.)

Martin: Tony erased it!

Stuart: I heard it!

Martin: I bet Tony erased the disc. (Martin reads about House building)

Mrs. C: I would like this done by recess or it's homework.

Alice: How about in the winter their food would all go bad so they dried their fruit.

(Stuart and Martin are arguing.)

Martin: Sod homes.

Stuart: Brick homes. You do one and I do two, you do three, I'll do four.

Martin: OK, go. (Writes as well) Stick homes, wood homes.

Stuart: Stone homes.

(Martin makes a drill sound with his mouth.)

Alice: OK, shall we write that they had a screen to dry their fruit?

(Stuart makes noises and Martin laughs. Martin makes 'brrrrr' noises and Stuart flicks a ruler up and down on his desk. Martin flicks a pencil at Stuart. Stuart decides it will be him. They both begin making noises to each other, pretending to talk in a strange language while Stuart draws a picture.)

Alice: And they would take the boiling water and make it into a drink.

(Stuart and Martin are now talking in pigeon English about the drawing.)

Mrs. C: Each kind. (Mrs. C came over and pointed out that there had to be pictures of each kind of house.) The computer is not working so no one else should use it.

Voices: Oh no! (Silence for some seconds)

Voice: Who did it?

Voice: Who was on it?

Mrs. C: That doesn't matter, it's closed.

(Martin and Stuart go back to arguing and talking in strange voices. They slip back and to from strange voices to their regular voices about what they are reading.)

Irene: French Canadians salted eels, they also salted herrings. Smoking was another way of.....

Martin: You don't smoke!

Irene: Shut up! Smoking was another way of stopping food going bad, so they smoked it.

Stuart: Are you drawing the Paki house? (Both boys go off into an imitation of a Pakistani accent.)

Martin: Stop calling it a Paki house.

Stuart: Yes, Paki house. (with accent)

Irene: It had to be salted in brine and then dried carefully.

Alice: How do you spell brine?

Irene: b. r. i. n. e.

Alice: Keep going.

Irene: Shall I continue?

Mrs. C: Everyone return to their own places.

Martin: Whaaat!

Stuart: Du da da daaa!

1:45 p.m. (They leave each other arguing over who should have the paper.)

(Journal Notes, March 4th)

1:45 p.m. (The student teacher is taking the class and Mrs. C is not in the room. The 'normal' atmosphere is missing.)

Mrs. M: Now move into two's and begin the research on leisure activities.

(After 10 minutes of movement only one group appears to be started. Sam and Joe are playing in the hallway.)

Ray: Joe can do anything when Mrs. C is out.

Alice: I thought you were bad but he's worse.

Stuart: Ye, Joe and Norma would make a good couple.

Alice: Ye, They should get married!

(They move on to talk about the Box Social next week and who is bringing what. Joe is walking around the class hitting people with a book.)

Alice: Boys have to buy the girls lunch.

Cam: I'm not going to. I'm not going to come. I'm not married!

Alice: I could go on a vacation.

Cam: Yes, I'd like you to go on a vacation, then I wouldn't have to see your face anymore!

Alice: Jane, who do you hope buys your lunch?

(They go on to talk about dressing up in costumes for the Box Social. Old clothes, gloves and suits. Alice reads out an answer from the textbook and they all copy it down) Do we have to do number eight? Oh! We have to write a paragraph on the back! (Sam who has been sent out of the class, is tapping on the glass and making faces through it. The room is developing an ominously anarchic note where voices and actions are becoming more strident and belligerent.)

Marion: (To Joe) You're gross! (Joe walks past and hits her. She kicks him. He hits her again. One group on the floor is playing floor hockey with rulers and erasers.)

Mrs. M: Everybody back to their desks.

(Students are noisy and calling names as they return to their seats.)

(Journal Notes, March 23rd)

1:30 p.m. (Mrs. C is taking the class so the atmosphere is once again quiet and busy.)

Mrs. C: What should go in each article? (She has just reviewed the five w's of a news article.)

Alice: The 5 w's.

Mrs. C: You have to finish it today. (Students break into groups, depending upon the section of the newspaper they are dealing with. I'm sitting within earshot of Paul, Long, Hamil, and Ray, with Martin, Stuart, Alice and Mary close by.)

Hamil: Where's Jane?

Ray: Who cares as long as we are not together!

Hamil: (Talking about girls next to them) Tell them to shut up. Tell them it's Ray. They like him, they don't like me.

Ray: Are they Tony's gloves?

Hamil: Tony! (They put gloves on the floor)

Ray: I've got to think of a name. (For the news article)

(Hamil talks about altering girl's names. Alice grabs my knee and asks me what cars were invented in England. Norma comes over and shows me her work and asks if I think its OK. Paul asks me to draw a horse for him. Life is demanding!)

(Mrs. C stops the class for Cam to read out a local news story about horses bolting in the street and going into the river.)

Hamil: (Still on names) Max Boso.

Ray: Joe Cool.

Hamil: Peter Peters.

Paul: Pete Peters.

Hamil: Wayne Gretzky.

Ray: What's Moon's name? (Warren Moon?)

Paul: Oh, uh...his name.....

Hamil: How about instead of Long say Dung!

Long: How about instead of Hamil say Paki!

Hamil: How about instead of Long say Chink!

Long: You started it.

Hamil: You write slowly.

Paul: (Moving his fingers like legs) This is fast motion.

Hamil: You can't catch me I can go fast.

Long: I can skate faster than you.

Hamil: No you can't. I can win you a mile.

Long: Sure, I can go round lots of people.

Hamil: Long you copy all your drawings from your dad.

Long: I bet I don't!

Hamil: When you come back I'll bring a drawing.

(Sam comes round and tells me I'm getting grey hair so I must be getting old!)

Hamil: Your getting old too Sam.

(Sam spars around pretending to fight Hamil)

Paul: Sam's dad used to be a boxer.

Long: Black Stallion is coming on (Long has seen Paul's drawing)

Sam: Yes it's bigger and better.

Stuart: (Returns from Mrs. C's desk) Someone took my chair.

(Martin and Stuart are playing with paper under the desk. Hamil is having an argument with Sam but suddenly brings Paul into it.)

Hamil: And you fat feller!

Sam: He's not fat, you're skinny.

Hamil: Your bolts will come out when I get someone onto you!

Long: My brother's not fat.

Hamil: I'm not skinny!

Ray: Then you're fat.

Hamil: No! The skinner the weaker.

Ray: Who says?

Hamil: The skinner the stronger, the more your bones show.

(They all turn back to their work)

Hamil: I'm going to do everything in capitals.

Long: You can't, you're not allowed to.

Hamil: I know.

Paul: How do you spell Sadie? (Ray writes it out for Paul. Long and Hamil are arguing about who owns the pencil that Hamil is using.)

Hamil: You can't prove it's yours.

Stuart: So.

Hamil: So, losers keepers.

Long: Ah, you said losers keepers!

Hamil: So.

(They return to their news articles.)

Mary: (To me) Are you tired? (I say "Yes")

Martin: I'll put a jackhammer under his feet and go da, daaaaa, aaa. (Makes sounds and does action. To Alice Miss Prints, Miss Fits, Miss Kicks, Miss Pits! (chuckles)

(Cam comes over to show me his news article.)

Cam: But now I have to print it. I don't know if I can print. (He stays at the table to copy out the article. Long and Hamil are still arguing about pencils.)

Long: It's mine!

Hamil: Prove it.

Long: It is, I can use it.

Hamil: No you can't. (Hamil moves away to work at his own seat.)

Long: When he goes to the bathroom we'll sneak his pen or pencil and keep it. You should take one.

Ray: It's not my business.

(Long sneaks and gets Hamil's pen while he's talking to Mrs. C. Hamil returns and notices it missing. He looks in Long's desk.)

Long: Hey, Hamil, don't go in my desk!

Hamil: I'm not.

(Long talks to Ray about whose pencil Hamil has)

Long: Do you think it's mine?

Ray: Well, Mary had it.

(Alice asks Ray for an eraser. Sam comes over with a chain dog collar and speaks to Alice)

Sam: Do you want to get whipped?

Alice: I want to go down to.....where no boys live!

Sam: I want to go to Seattle. (The bell rings)

Mrs. C: Those who have not finished the rough copy will have to stay after school to finish it.

Sam: (Pointing to chain) This is what we'll do to the girls, choke 'em!

Cam: Ye!

2:15 p.m. (Leave for recess)

(Journal Notes, March 25th)

It was truly amazing! Social research was fitted into an on-going round of fragmented conversations, that appeared to start from nowhere and go nowhere. There was an immediacy to everything they did which was in stark contrast to the social studies unit's aim of using the past to provide insights into present and future - something sustained.

Play all Day: Student's Use of Their Time

If 'doing' social studies was almost an annoying interruption of the student's time to interact socially, then what did occupy their minds most of the time? The answer appeared to be three fold; playing games, make believe, and T.V., often two or more blending together.

After three weeks in the school, where I had been involved in the children's school lives but not asked any questions, I took time to talk to the whole class individually or in two's. The following extract was taken from journal notes:

> I'd interviewed all the class to get a general impression of who would talk openly and who would not. I'd just finished talking to Paul and Marvin. Paul told me he didn't watch much T.V. but he really likes 'Dukes of Hazzard' and 'Knight Rider'. "There's this car, it's great, it can do anything!" Marvin told me he didn't watch much T.V. either but he was able to supply me with the exact times, days of the week and alternate channels to watch 'Happy Days', 'Dukes of Hazzard', and 'Knight Rider'! As we left the library area Marvin put out both hands in front of himself and said, "I could dive through that like Superman" (indicating a divider in the library). Paul said, (also with arms out in front) "Ye, why can't we be Superman and fly over buildings and to school?" (He then put his hands to his eyes) "It'd be neat to have x-ray eyes and see through things." Both boys were talking to me and each other, and acting out the process as we walked along the hallway.
>
> (Journal Notes, January 28th)

On February 3rd the Gallery on Wheels was at the school.

> 1:15 p.m. We went out to see Gallery on Wheels. The theme was 'Monsters and Dragons'. There was very animated conversation about "neat models", and, "hey, look at this!" They all wanted to make similar models and pictures for the next art class.
>
> (I couldn't help contrasting the energy, vitality and animated intensity of such scenes as this; coming in after recess, going out for recess, doing P.E., - with the singular lack of all the above when observing them at their desks doing social studies.)
>
> (Journal Notes, February 3rd)

After the settlers unit had really got going there was a planned fieldtrip to the 1881 school. All of the students were excited about this. At 8:40 a.m. one morning we climbed onto a bus to take us to the school. The children were talkative but not noisy. I sat near the front of the bus listening and looking.

> 8:50 a.m. (On the bus) The boys behind me are talking about squashed tomatoes and banana skins for people to trip on. A boy and girl in the seats in front of me are pretending a piece of yarn is a spider and they are 'frightening' each other with it. Stuart is using his hands as a machine gun, to 'shoot' passing cars. Martin joins in the shooting and so does Marion.
>
> Behind me Tony and Hamil are talking about the new movies that start on pay T.V. on Friday. John and Nick, one seat

> back from them join in the conversation about movies and cartoons. The three in front are still shooting passing cars. John relates a tale about his friend, a dog, a cat, a chase and a boy losing his pants! This brings them round to talking about a movie where the boy and girl were walking around without any underwear! Tony says "She had no underwear on at school, and the boys....." They move on to talk about other scenes from the same movie. John continues the movie story and then switches to another movie description. "I saw the show of this war and there was this great bee." "That's Spiderman" "No, it's not!" They move on to talk about tarantulas and again go over scenes from a movie, with each of the four joining in and adding bits. John gets quite animated and goes into great detail. By 9:15 we are just approaching the 1881 school and the boys are still talking about the bee movie. No, John switches to, "Did you see a show about the ants?" A new topic for all to join in, John says that, "after seeing the tarantula I was afraid to go upstairs in the dark." The others now recall how they were scared by a movie.
>
> We arrive at the school and the bus stops but the four boys don't notice, they are still talking movies.
>
> (Journal Notes, March 23rd)

We spent two and a half enjoyable hours in the school where the children played the roles of students in 1881 and the teacher acted like a teacher of that time. At 11:45 we climbed back onto the bus and again I listened to what was being said:

> 11:45 a.m. (Bus trip back to school) Norma spoke, "Now we have to have lunch with the boys!" (A Box Social this afternoon) The four boys are again behind me. They talk for perhaps one or two minutes about the 1881 school experience and saying 'Sir', then John says, "Who knows a movie we can talk about?" And so the descriptive statements begin again to be kept up all the way back to school. They don!t discuss. They 'line-up' to make statements about the visual, the action, of the movies. Statements nearly always began with, "Do you remember when...", or "And then..."
>
> Alice and Jane are talking about which boys might eat with them at the Box Social. Norma and Marion are telling Mrs. M what everyone wore for Halloween - five months ago! The four boys end their conversations wishing there was, "a real, live Pacman cartoon", and saying what he would be able to do. The trip ended where they were discussing all Edmonton being made of candy.
>
> 12:10 p.m. (Back at school)
>
> (Journal Notes, March 23rd)

On numerous occasions I had been outside at recess time watching the grade 4 class. During the winter months the main activity involved getting all dressed up, fastening boots and parka's and venturing outside for a few minutes before being called in again by the school bell. By the end of March however, the snow had cleared and the students were eager to move out to recess. Little time was 'wasted' in putting on outdoor clothes so more time was spent outside enjoying recess. I had decided to move around the large play area and check on the activities of the grade 4 class:

> 2:15 p.m. Three girls and six boys were playing a make up game of baseball with students from another class. Two boys and two girls (among them Martin, Teri and Diana) played chasing each other all recess. I heard snatches of conversation about 'liking' or 'hating' each other. The girls would get mad and chase the boys - but they appeared to enjoy being together.
>
> Six boys played pulling and pushing each other on the soccer goal posts. It didn't appear to have any purpose and yet it took up all their recess. A boy stood on his own all recess. Four girls were inside helping Mrs. C set up the next art lesson. Mellanie stayed with me and asked whether, "I loved Mrs. C and had I asked her for a date?" She also asked if she could come and talk to me like the others (key informants), "But you won't talk about Social will you, 'cos I hate it!"
>
> (Recess Observation, March 25th)
>
> 10:15 a.m. A quick count of activities. Nine students, five girls and four boys, are playing touching, tagging, and running but not according to any set pattern that I see. The 'game' stops for conversations and comments then someone touches or hits someone of the opposite sex and all the students join in. Eight students are playing baseball, still. Six students are playing the 'climbing goal post' game. Three students are walking around with Mrs. C, who is on supervision.
>
> (Recess Observation, April 5th)
>
> 2:15 p.m. Four students (Martin, Teri, Diana, and Stuart) are playing some kind of tag. This involves a lot of boy-girl pushing and touching. There are a couple of grade two students involved who could be younger brothers or sisters. Snatches of conversations I heard concerned the immediacy of who touched who and what would happen to them.

> Eight students are playing baseball. Eight students are now around the goal-posts so I go over to find out what it's all about. Sam tells me that, "You just climb up and try to stay on when the others get up. Or you just talk or play Pacman and eat the one ahead of you." There is no pre-planning involved, whatever develops is spontaneous for each occasion. Two students are playing throw and catch. Two girls are talking quietly.
> (Recess Observation, April 20th)

Although there was a 'sameness' to the activities they were involved in, just how each recess was to develop depended on some spontaneous, immediate incident that then seemed to set the scene for the rest of the recess.

After the individual interview sessions with the key informants I took two group sessions where I asked the students to imagine they were a 'family'. I gave them all a particular role to think about and asked questions about what they would do on a 'typical Saturday' if they were those people:

Interviewer:	Well, what do you two girls do together at weekends?
Teri:	Bike ride, play records.
Diana:	Watch T.V.
Interviewer:	What would you do without T.V. to watch?
Teri:	Play Barbies.
Cam:	Barbies!
John:	Yuck! I know, I'd play racetrack!
Tony:	I'd play Pacman in real life instead of on T.V. See my eyes are going around in circles!
Interviewer:	Cam you're a 12 year old in this 'family', what will you do?
Cam:	Start watching cartoons.
Interviewer:	Tony, what will you do? (Tony is a 16 year old in the family)
Tony:	Hey, old man, get me some Atari video games.
Interviewer:	And grandmother?

Alice: Get him to help his son.

Interviewer: And little 4 year old, what will you do?

Teri: Watch cartoons.

. . . . . .

John: I'd stay at home (Grandfather)

Alice: No, we'd dance and get in shape. (Grandmother)

John: Watch the late night movie.

Interviewer: Auntie, you're a single girl of about 22, what would you be doing at about 9:30 p.m. on a Saturday?

(Lots of ooh's and ooo's from the group)

Diana: I don't know, I'd stay home.

Interviewer: Where would the 4 year old be?

All: In bed!

Interviewer: Mum and Dad, what would you be doing?

(More ooh's and ooo's from the group)

Tonya: Watch T.V.

Interviewer: What would be on then?

Teri: 'Ghost Story', like the one Diana and I watched last week!

Martin: 'Saturday Night Fever'

Tony: So, I like watching the Hardy Boys!

Alice: 'T.J. Hooker'

(Group Interview, April 24th)

One of the most interesting things about these conversations was that Martin didn't have a T.V. at home. Alice's mother said she rarely watched T.V. and only special programs. Teri's mother said that she and Diana were playing together at something most of the weekend. Later in this chapter the idea of a 'cigarette inhalation' analogy will be considered. Non-smokers, in a room of smokers inhale approximately one cigarette

for the three others smoke. Perhaps children with little exposure to T.V. 'inhale' ideas and stories from those who do watch?

The predominant nature of playing, make believe and T.V. was found to varying degrees among the student's who formed the key informants group for this study. Presented below are extracts from the series of six individual interviews conducted with the eight students over a period of four months.

Alice: Alice spent very little time watching T.V., nor did she have much time to play with her friends. An interview with her mother indicated that Alice had to spend a lot of time at her mother's place of work, waiting for her, or at a babysitters. Alice, according to her mother, spent most of her time reading adventure stories and making 'arty' things. Alice herself said she mostly read books rather than watch T.V. or play with friends.

In an interview about the settlers unit I asked, "If you had the choice of being a woman now or in settler times, which one would you choose?" Alice's reply was, "I'd choose a settler woman. I think it would be quite a different experience. Like, if I .....I don't believe in 'Fantasy Island', but if there was really an island that you could go on to and have any wish you'd want for a week, I would go back to settler times."

In our final interview we talked about the forthcoming summer vacation:

Interviewer: And what are you going to do in the summer holidays?

Alice: Go to Vancouver again. Not Vancouver Island, Vancouver.

Interviewer: Doing what?

Alice: (Laughs for a long time) Well, last year I went with my cousin and we built a playhouse. And we had curtains and a door, a ladder and everything. We built it by ourselves and it blew over. So this .....my grandparents live on an

acreage, so me and my cousin are going to go out together again. So we figure out how much T.V. we watch, and it was way too much, so this year we worked out a schedule. For two hours I will work with my grandmother. Three hours a day we can watch T.V., and we have to work two hours at least on our playhouse. This year we are going to paint it. We are going to put furniture in it and it will be our own private thing.

Interviewer: How old is your cousin?

Alice: He's the same age as me, except he's a boy! (laughs)

Tonya: Tonya too, described herself as someone who enjoyed reading and doing things as opposed to watching T.V. While I picked up little from Tonya herself in this area, her mother spoke of her use of time:

Interviewer: Does she play on her own?

Mrs. M: Mostly her music, or she's building. Cardboard, she makes doll furniture like you wouldn't believe. Or she's out with pieces of wood and nails making things.

Interviewer: Does she play with her younger brother? (grade two)

Mrs. M: Oh, they play quite a lot. Not quite as well as they used to. They have their own friends.

Interviewer: Does she have friends over to play?

Mrs. M: Yes.

Interviewer: What do they play?

Mrs. M: Play house or school.

Interviewer: Saturdays, what does she do?

Mrs. M: I work on Saturdays, my husband looks after them.

Interviewer: Does she watch T.V.?

Mrs. M: She watches a fair amount, not as much as she used to.

Interviewer: Does she watch cartoons?

Mrs. M: Well, she's never been too much for cartoons. My son likes them and he'll laugh, but she'll only smile. Like she likes 'Little House on The Prairie' and shows like that, not cartoons.

Interviewer: She gets on well with other children?

Mrs. M: Yes, she seems to, she gets along well.

Interviewer: What kinds of things does she enjoy doing with them?

Mrs. M: Building. She builds things. She constantly has wood, hammer and nails.

Interviewer: What kinds of things does she build?

Mrs. M: They are always hauling in wood and what not and building a fort and that sort of thing. She loves that. She was making doll furniture. She made a doll house all out of cardboard, all the furniture, bunk beds, stools, dressers and that sort of thing. She spends hours with them.
(Parent Interview Session)

Cam: Cam also described himself as someone who preferred to be out doing things. He was a keen hockey player and in the summer equally keen on soccer. He spent most of his time outside playing games or riding his bike. During interview sessions he mentioned very little about any other use of free time at evenings or weekends.

In conversation with his mother another aspect of his free time was disclosed:

Interviewer: Does he have any brothers or sisters?

Mrs. J: Just one sister in grade two. They get along really well. They play, there's people who say they can't believe how well they play together. They miss each other when they are apart.

Interviewer: And he'll play with her at things she would be interested in?

Mrs. J: Yes. And he's got all his models and dinosaurs that he plays with. He plays with them quietly by himself.

Interviewer: Does he make up stories and adventures with his models?

Mrs. J: Yes, and with his friends sometimes, after dark and at weekends. When ( ) and I are working he'll be in and drawing pictures.
(Parent Interview Session)

Martin: Martin also described himself as a person who read most

of the time or played school with his four younger brothers and sisters. There was no T.V. in Martin's home so there was no opportunity to watch it there. Martin's best friend was Stuart. Stuart owned a T.V. and a video set. "My friend Stuart has one and I watch Wonderwoman and the Flintstones." I asked him if he went over often to Stuart's? "Yes, I go everyday, every afternoon."

Diana: Diana was the quietest and most reticent to express opinions. I had gradually been able to gain her confidence, and without the time confines I believed the rapport would have continued to develop.

During one session I asked Diana what she would be doing during the holidays:

Interviewer: What will you do while you're still here?

Diana: .....stay over at Teri's.

Interviewer: What do you spend your time doing over there?

Diana: Make up plays and use the dolls.

Interviewer: Do you dress up as well?

Diana: Yes.

Interviewer: What do you do?

Diana: I'm the mother and Teri is the sister.

Interviewer: Who are the children?

Diana: Teri's sisters and brother.

Interviewer: Do you order them about?

Diana: Yes!

Interviewer: You rotten thing!

An interview with Mr. and Mrs. O proved more illuminating. Mrs. O, unlike Diana, was quite open and easy to talk to:

Interviewer: Any particular kinds of books she enjoys?

Mrs. O: Right now its the 'Little House on The Prairie' she reads.

Mr. O: And what's her name, with the Hardy Boys?

Mrs. O: Nancy Drew. Somebody gave her one last year. She does a lot of art, fixing and making things - little pictures. We have a bedroom covered with pictures and her rooms covered with pictures.

Interviewer: Does she have other activities?

Mrs. O: She plays a lot with her friends, with dolls.

Interviewer: Do they play in the house?

Mrs. O: She spends most of her time at her friends. I keep asking her when she's moving in, when will they adopt her! We never see you anymore.

Interviewer: Does she have a particular friend?

Mrs. O: Teri, she lives right across from us. She's constantly over there or around our place.

Mr. O: We're going to send the adoption papers over!

. . . . . .

Interviewer: Does she have any free time in the mornings before school?

Mrs. O: She gets up and dawdles.....But most of the time she's ready. She'll get up at 8:00 and dawdle around at breakfast. Mind you we've got Pay T.V. now, which means they watch part of movies sometimes in the mornings. Something that really interests them, well, they'll be glued there. I say, "Come on, you gotta go, you can't stay to see the end!"

. . . . . .

Interviewer: How does she spend her weekends?

Mrs. O: At Teri's! It's generally, can I sleep over Friday night? We don't see her until Saturday night when she wants to know if she can sleep over again! So a lot of times we don't see her over the weekends.

Teri: Teri proved to be a good friend for Diana. She said that she enjoyed acting plays and writing stories at home. She enjoyed pretending situations at home, "I pretend that the beds a boat and I go

fishing and a giant, giant, giant, giant, giant, giant fish comes along and pulls my line and I go overboard into this other boat, and the big fish pulls me back and forth, back and forth and I go round and through the boats and then ( ) I go boom! and I sit there."

Talking with Teri's mum gave me the 'home' side of friendship between Teri and Diana.

Mrs. S: Her and Diana spend a lot of time together. They do a lot of plays and dress up. They have the radio on in the background.

Interviewer: Do they make up games?

Mrs. S: Oh yes, they make up little plays and things like that. Write little stories.

Interviewer: What does Teri do in the morning before school?

Mrs. S: Well, they get up, eat breakfast quickly and then watch Hercules.

Interviewer: How about lunchtime?

Mrs. S: She watches Flintstones after she's had her lunch.

Interviewer: How about after school?

Mrs. S: She comes in, grabs a snack and goes out. Or Diana's in and they are down in the basement playing.
(Parent Interview Session)

Tony: Tony was described by his teacher and classmates as 'Pacman Mad'. Most pictures, essays, or conversations inevitably bring in Pacman. Rather than doing things Tony seemed to be more involved in 'imagining doing' things. During an interview session about the settlers unit Martin was also in the library area where the interviews were conducted so I spoke to them both:

Interviewer: Were the advertisements for the west truthful?

Tony: It looked like an apple would fall into your mouth. A turkey would kill itself and batter itself, and lambs would turn into lambchops.

Interviewer: So it seemed an easy life? What might you have done if you'd grown up as a settler's son?

Tony: Ummm ..... I would be the first robber in history! (laughs)

Martin: I'd be the first racer. (Drives an imaginary car.)

Tony: No, I'd work in a candy store, I like ice-cream and candy.

. . . . . .

Interviewer: Do you think you'd be OK traveling long distances in a wagon?

Tony: Ye, I've been in a boat, a train, a canoe, a car, a truck. The only thing I haven't been in is a rocket ship. I'm getting used to it. I've been in that little rocket ship ride at the exhibition.

Martin: Oh, that one, that's neat. (Makes a whooshing sound) you go in and you see a film.

Tony: You should go to Disneyland. There's this space thing and you look at the bottom and it looks like you're blasting off. And then you land near eruptions and lava.

(Student Interview Session)

Further discussions with Tony revealed that he really enjoyed reading. "Ye, yeaaa, I read as much as I can." His choice of reading material is, "Pacman, monsters, aliens, unknown creatures, bigfoot, Canadian Book of the World Monsters, and stuff. Monster of the Lochness." Later in life he said he would make and sell video machines. With the money he'd buy a large mansion with a swimming pool that you could make deeper or shallower. "I'd turn on the waves if I wanted to or make it deeper or shallower. I'd go treasure hunting on it."

John: John strenuously objected to talking about school work and social studies in particular. My questions were usually answered by, "I don't know", and if I rephrased them, "I don't know!" spoken with great conviction! School related topics were greeted with a monosyllabic, "Yup" or "Nope". In spite of this we often touched on topics that sparked

John into an animated dialogue (often a monologue). I also found myself being carried into the middle of some cartoon or T.V. show scenario by John when I was least expecting it.

Interviewer: Mrs. C read a story about two girls staying at home and .....

John: They acted, they let him in (an indian in settler times). They acted really nice as if he was hurt and in hospital. And I wouldn't do that. I'd lock every door and lock every window in the house. And if he busted through I'd put some wood on there whoosh! whoosh! nail it on! Like the cartoon, it was funny. I watched the first one, 'Bugs Bunny went West' and the second one, 'Bugs Bunny Mystery Special'. And Porky Pig was standing there and then he said, "stay tuned", and he disappeared - shooo!

. . . . . .

Interviewer: Do you think it was safer in settler times than now?

John: No, 'cos in those days they couldn't lock the doors. People could open up the doors easily, or get through the windows .....but on some shows they'd have some glass, but..... it could break very easily. Like on 'Little House on the Prairie', the father, Mr. Engels, he.....the first time he got glass to put in the window it busted. The second time it busted again. The third time he said.....finally he was carrying it home. A carriage with horses came round, he dives into the fence, it's broken!

. . . . . .

Interviewer: What happens when you press buttons for food, where does it come from, like pizza for instance?

John: Yes, 'The Jeffersons' (T.V. show), they said what would you like for supper. They said, "Pizza with a lot of cheese and some green peppers and pickles." She said, "One whole pizza coming up." Presses this button. Flies out and lands on the plate.

(Student Interview Sessions)

I asked John what he would do during the summer holidays. He said, "Play! We play on the hills." He explained that he played Atari and pinball, but that Lego was his favorite activity. "Lego! I have two big buckets just like this, full of lego, just lego." He said that he used it to make spaceships and trucks that he and his brother then played with.

I asked him what else he did and he said he used Lego men, "And there's this other thing star wars, like little action toys. Those are better. We have G.I. Joes, they can move their arms like this, and they can move them up and down. They can move their legs, they can turn their waist."

In one interview session with John, Cam came in for an interview early so I talked to both of them:

Interviewer: What do you think about at school?

Cam: I think about get school over! I'm getting some guppies.

John: I think about beating up my brother, but I can't, he's twelve. I wish I had superhuman strength so I could punch him to Mars or Pluto. At the back of my comic there's this guy, he has super running shoes, he takes a guy up to the moon.

. . . . . .

Interviewer: What do you like doing?

Cam: Watching T.V. shows when it's scary.

John: Ye, we watched this show in Montreal.....And they got this movie, I forget what its called and theres all these creatures, and at the very end this lady, like there are these small creatures, and at the very end she was under the weeds, where they came from. And they brought her to the hospital and her stomach got this round (shows) and this monster comes out and blood flying, psssst! She died.
(Student Interview Session)

John's mum reinforced this characteristic of her son.

Interviewer: You're happy with the work he does in school?

Mrs. B: Yes, I think. I wish I'd kept him back one year like my eldest son. I think he's lacking that one year of maturity. I think he's still too much into the play stage to really want to sit down and concentrate on what he's doing.

. . . . . .

Mrs. B: He usually grabs something to eat then he goes out and plays. Right now he goes out riding his bike and floor hockey, playing cowboys and indians.

Interviewer: He talks about 'Little House on the Prairie?'

Mrs. B: Oh yes, its on from five to six when I'm getting supper ready. Usually they watch 'Loveboat' and then 'Little House on the Prairie'. He watches it quite a bit.

Interviewer: What about weekends?

Mrs. B: Well, on Saturday it would be the cartoons. Yet at the same time though he would be doing other things, building, and that's one thing he really likes, his Lego, and lord knows we have a lot of it. They have hours of entertainment with it where their G.I. Joe has adventures with it.
(Parent Interview Session)

At the end of the settlers unit I also interviewed a number of other students about some of their interests. The following comments were typical. When I asked Melanie what she did in her spare time she said she watched 'Nine to Five' (T.V. show). Asked what she did if a friend came over she said, "Play Barbies." I asked Sam what he did when he played inside with his friends and he said, "We play Pacman and games and play cars." This 'play' element always struck a responsive chord. The trip to the 1881 school lasted for over $2\frac{1}{2}$ hours. Of that time approximately 5 minutes was spent involved in a game called 'Anti-I-Over'. When I asked the eight students (key informants) what was the most interesting aspect of the field-trip six of the eight said, "Anti-I-Over."

The Santa Claus Incident

During the settlers unit we had the opportunity to meet, in person, a remarkable lady of 88 years. She came out to the school and spent two hours talking to the students and answering questions. She covered the whole gamut of pioneer life and growing up as a child in pioneer days. The students were most attentive to all she said and they had to be stopped from asking any more questions so that the lady could leave.

During the interview sessions afterwards I asked my eight students about her visit and their thoughts about her life. I asked them if she'd

enjoyed her childhood? (If they thought she had.) All eight said, yes, and used as their main criteria, the Santa Claus story. (Mrs. S. had mentioned a Christmas incident when she was about 10 years old.) Teri said, "Well when Santa Claus bit her finger." Tonya said, "Yes, because she told us the story of Santa Claus biting her finger, remember, that was funny!" Diana said, "She enjoyed it, that Christmas story she told us." Martin went through the whole story, word for word! Cam and John did the same, both giving me three guesses as to what happened to the girls finger when she stuck it in the hole!

When I asked Tony he said, "Ye, she enjoyed it. There wasn't much school and they had beliefs about Santa Claus and those characters. I wonder if their parents ever told them?" I asked him about what? He went on to explain how he'd found out about the 'tooth fairy' and 'Santa Claus' when he was four! In the same interview he'd talked about real pacmen, millions of dollars, super-gigantic swimming pools and computers that do everything. I couldn't help thinking he'd substituted one set of beliefs for another.

SUMMATION

The two aspects of the 'Working and Playing' theme developed in this section seemed to indicate a particular grade four life-world. Although totally involved in their own world of games, play, make believe, and T.V. they could also function smoothly, and in most cases simultaneously, in the world of the school, classroom, teacher and curriculum. There is however, cause for some consternation when we consider the sources of information they used to make social issue decisions in social studies. During the unit Mrs. C read a story to the class about a family that lived in settler times. She read the story in installments during the course of

the unit. At the end of the story she was asked, "Was that really true?", "That was a made-up story wasn't it?", "Did that really happen, we thought it was made up." Mrs. C expressed her concern in terms of the amount of material to be covered and the time available. She needed to walk around and keep them on track while they were involved in research skills. We were both concerned that even with a very narrow period of history covered (1880-1920) there was still a fund of concepts they don't know that was passed over, or that the student's filled in from ignorance or T.V. shows. And, that many of the social issues were decided upon on the basis of what they 'thought' rather than what they 'knew'.

The theme dealt with above just scratches the surface of the question of what was social reality for these students. What was 'real' to them will be looked at more closely in the themes that follow. The unit objectives look for a link between past, present and future. Viewing a past era to compare with the present, in order to make decisions for the future is the main objective of the 4B unit. It presupposes that grade four student's 'understandings' of the past will not differ from the curriculum 'understanding'. It also presupposes that 'real' issues found in past eras can be appreciated today and analyzed and synthesized by the students to make decisions about the future.

The themes that follow will address themselves to the question of social reality for a grade four student.

ROLE-PLAYING IN SOCIAL STUDIES

It is extremely difficult for children to envisage lifestyles, time periods, and age periods other than the time, place, and situation they are in at this moment. In order to develop a 'feeling' for other times and

'other places' role-playing is used as an empathizing tool. It is, however, impossible to empathize in a void. Students must be prepared for role-playing. In choosing an era of concentration for the 4B unit, Tracy Granger, the system's Social Studies Consultant suggested that teachers, "Leave out the Depression because students have no experience of it." She also warned about the Second World War period, "Avoid this, students think of it too much like Star Trek." (Topic 4B, Inservice. Thursday, January 20th, 1983.) She did encourage the use of role-playing in this unit and suggested areas where it would help, both in a feeling for the past, and in planning for the present and future. She told us, "I do a lot of role-playing. It is important for the teacher to have control over it. Take a little item or scene and build on it. The teacher needs to set the scene, provide the background and research information. We want the students to 'be' not 'pretend'."

It was with the above advice in mind that Mrs. C prepared and developed role-playing situations with her students. An extra, unexpected bonus in this regard was that a drama group had been working with her class about two weeks prior to the start of this new unit. The "Drama In Curriculum' group, consisting of two actor-teachers, had worked with the class, developing a role-playing situation involving the social issue of competing use of Alberta's farmland. Their 'program' consisted of a preparation stage where they discussed role-playing and eased students into parts; the issue itself which was role-played with the actor-teachers leading and directing; and, the post role-play discussion and role-playing of possible on-going consequences. Mrs. C's students had, therefore, some background to draw upon for the role-playing situations they were to face.

How Does It Feel To Be .....? "Hooray! Let's Do It, Anyway"

From the very first mention of role-playing in this unit, through to the final role-playing some eight weeks later - the reaction of the class was always excitement and jubilation. The whole class atmosphere could change in a split second at the very mention of, "Now we'll role-play....." The following extracts were taken from Journal notes, rehearsal observations and student interview sessions.

12:55 p.m.

Mrs. C: I thought that today we would do some role-playing. (Great excitement and murmurs, animated conversations about parts to play, who will be with whom, etc. Mrs. C repeats the difference between pretending to be a character in a play and role-playing.) In role-playing remember you put yourself in that situation. Remember what the Drama-in-Curriculum lady told us? One thing we were taught was not to giggle and laugh at each other. If we forget our roles we look down and remember our roles. Every group will have a different card, here is a sample. (Mrs. C writes the sample card on the board.)
Who: The Svensons - Mother, Father, Son, Daughter
Where: From Sweden
When: Summer
Transport: Ox wagon
Incident: The mosquitoes become very bad
Arrive: Edmonton area and homestead
(The mention of family relationships brings out giggles. Names suggested of wives for certain boys followed by indignant disclaimers from those mentioned.)

Mrs. C: Make up names for yourselves. The group will have to act out the incident and then arrive at your homestead. Here are the groups. I will give you about 15 minutes to plan, act out and role-play. (Mrs. C lists groups and assigns practice areas.)

(Journal Notes, March 2nd)

I went out into the hallway with one group to observe how they dealt with the planning and rehearsal.

. . . . . .

(The students first of all discuss who will play each part. No-one wants to be the mother or father.)

Voice: Do you want to be a daughter?

Tess: Uh, uh, she doesn't want to be a daughter.

Sam: Do you want to be a grandmother?

(The card given them by Mrs. C sets out their surname, their family relationships and their incident. They are coming across the ocean when grandmother gets ill and wants to turn back - what can they do?)

Mrs. C: How about Irene? (Mrs. C has come into hallway to check on the initial progress)

Irene: OK, I'll be grandmother.

Mrs. C: OK, you've all got your roles. Imagine yourselves in that role now. Grandma, act like a grandma. Five year old, be like a five year old. Where are you?

Voice: In Germany.

Mrs. C: You have come from Germany. You've started to travel to the West but you have a problem - what is it?

Voice: Grandma doesn't want to go. (All laugh with Irene)

Mrs. C: You want to stay. You have a problem. You and your family have a problem. (All laugh again) If you choose to go back that's fine, but you have to act it out for us. Imagine you're in that situation, what would you do? Act it out how you would solve it. Try and convince Grandma. Alright, I'm going to leave you now.

Voice: Make up a name.

Voice: OK, I'll write it on my shirt.

Tess: I've got no paper.

Sam: There's paper on your desk.

Tess: You have some paper?

Voice: You're Mrs. .....

Voice: Ye, Mrs. .....

Tess: Ask Mr. Whitney (I tell them the name is Hitsmann)

Irene: It's Mrs. Hitsmann, I guess.

Sam: OK (They write it out on paper) H. I. T.

Tess: Mrs. .....

Sam: Can I use this?

Irene:	Mrs. Hilton?
Sam:	S. M. A. N. N.
Tess:	Hitsmann!
Sam:	Right!
Diana:	My pen's not working.
Sam:	Here.
Tess:	I should be Sharon.....Jenny.
Voice:	You're my dad and I'm taller than you! (laughter) Just kidding!
Sam:	You're not taller than me.
Irene:	He's tall!
Voice:	Go get your things.
Voice:	Hurry up!
	(Melanie comes into the hall from another group)
Melanie:	I'm the <u>mother</u> you guys!
Voice:	Oohh! What's Jane?
Melanie:	She's Doris.
Voice:	Who's the dad?
Sam:	Who's Doris? Who's Doris - your sister?
Melanie:	Jane's the baby! (All laugh)
	(They move around talking about where each person will stand or sit.)
Voice:	Come on you guys we only have five minutes left.
Tess:	Five minutes! We have ten.
Sam:	Look, right here! And we don't even know what we are going to do.
Voice:	Well, you start acting out.
Tess:	Well, how can we?
Sam:	Pretend we are sitting down.

Tess: No, you have to go on your knees because you're a little baby. (To Diana)

Sam: Oh, my goodness gracious!

Tess: You've got to hurry up!

(Mrs. C arrives back)

Voice: He had the card and we haven't started yet.

Sam: Do you have an eraser?

Voice: No.

Mrs. C: Well, you'd better hurry up, we're about ready to start.

Voice: OK, let's start.

Voice: Let's start.

Sam: OK, get to work. (All take up places) I ain't driving the boat. OK, I'm driving the boat.

Tess: Grandma, lay down. (All laugh)

Voice: Grandma, lay down.

Irene: I am laid down!

Sam: Yes, she's supposed to lie down in the boat. Rmmarrgh! (Makes a motor boat noise and steers with a wheel)

Voice: Mother!

Voice: Grandma! (All laugh again)

Sam: Shut up Grandma! Give me some .....

Voice: You need a chair.

Voice: Do you need a pillow? (to Grandma)

(Inaudible talk and laughter for a few minutes)

Diana: Daddy! (laughter)

Sam: I'm close to shore.

Tess: Lay down.

Diana: Mummy! Sorry mummy.

Sam: Hey, here's a spanking stick.

Diana: Mummy!

Sam: How's Grandma doing?

Voice: She's sick.

Sam: How's mother doing?

Voice: Get her some .....

(Diana is going around making baby sounds for a 5 year old)

Sam: You get back out there!

Tess: I have to get Grandma a drink. (All laugh)

Voice: The wagon doesn't go out that far. (What wagon?)

Voice: Hey, it doesn't go out that far. (All laugh)

Voice: What are we supposed to do, look over the edge?

Sam: OK, we're on shore. (Back to the boat again?)

Voice: What?

Sam: Lie down.

Irene: I wanna go home!

(All laugh and crowd around Irene. Inaudible talk and laughter)

Irene: I want to go home!

Sam: OK, she wants to go home.

Tess: You have to lie down.

(Inaudible conversation)

Voice: No giggling.

Voice: Pretend she's reading a magazine.

Voice: Still on the ship?

Sam: How's Grandma?

Voice: How's your old head?

Irene: Fine.

Voice: What are you reading? (They huddle around her)

Voice: You guys, she said, "OK, go new home!"

Diana: We go new home. (In a baby voice)

Voice: We're going West!

Voice: No mosquitoes! (All laugh)

Sam: How are you feeling Grandma?

Irene: Fine!

Tess: Just leave her alone.

Sam: Go and play. You go and play on the island. (Island?)

Diana: I play my blocks, bwocks.

Tess: Blocks!

Diana: Bwocks not blocks.

Tess: Now Grandma you've got to come West with us, or you're going to die.

(Inaudible talk with Diana still making baby sounds)

Tess: We get there in the Fall you guys.

Sam: Oh, isn't it sunny out here?

Diana: It cold!

Tess: What do you guys want for supper?

Sam: Bacon and eggs.

Diana: Hot chocolate. (Sam starts shooting at things)

Irene: Soup.

Tess: Soup?

Irene: Soup!

Voice: Tomato?

Sam: You wanna go poo-poo? (To Diana)

(Other students now come into the area)

Voice: What are you guys doing? We have to do this stupid thing.

Melanie: Ye, I had to get stuck with <u>him</u> as the father! (All laugh)

Voice: The father! (Laughter as the two students leave)

Tess: What kind of soup do you want?

Diana: Potato!

Tess: Stew?

Diana: I want stoooo! I want stoooo! (Laughter)

Tess: Let's take out the firewood.

Sam: OK, Gramma?

Tess: Go and play with your sister, OK?

(Noise and inaudible conversation as they light a fire and make a meal)

Voice: I'm sailing on the water now. (?)

Voice: Now we got to start a fire. (?)

Diana: I'm cold Mummy! I'm cold, I want my jacket.

Sam: You guys better help unpack.

Diana: I'll help Mummy unpack.

Sam: No, lay down.

Diana: I'm laying right here. Night Grandma.

Voice: Eat later.

Diana: When's supper ready Mummy?

Tess: It's ready right now.

Diana: I'm cold!

Sam: You can't wear that.

Voice: Where's the frying pan. (Laughter)

Mrs. C: (Arrives on the scene) Alright, are all you people ready?

Voices: Noooo! No!

Sam: It's your fault.

(Rehearsal Observation)

Everyone returned to the class to watch the groups perform. The group I watched rehearse were completed in one minute! They set up a boat, asked Grandma if she would come with them, she said yes, and they ended the scene! 90 percent actions and 10 percent speaking, with very little resemblence to the rehearsal.

. . . . . .

1:30 p.m. (Everyone returns to class to see groups perform.)
1st Group: A minimum of conversation, a maximum of activity. Very little connection to information provided in the unit.

Mrs. C: If you lost your little brother or sister wouldn't you be upset?

Voice: With my sister - No!

(Most of the enjoyment and excitement both actors and audience show concerns who is playing husband and wife.)
2nd Group: While the mother and father were going through the incident, the two girls (aged 5 and 8 on the card) were crawling around playing dolls and speaking in monosyllables to each other. They continued their actions oblivious to the enacted story. The class were laughing at their baby act.
3rd Group: All are quiet except for Alice. They were all quite sensible until a fire broke out and then they started shouting and jumping, making the class laugh. Martin and Alice do a good job of the mother and father roles. Alice becomes quite bossy with her four sons. The four boys, who were supposed to be 12, 14, 16, and 18 years spent the whole time fighting each other in the back of the wagon.
4th Group: Jane plays a baby and enjoys the part of making sounds and sucking a bottle. (She is supposed to be 3 years old.) Laughter in the audience when names crop up such as 'Dad' or 'husband'.
5th Group: On a wagon.

Marvin: Better get going. (Two boys fight in the back of the wagon)

Melanie: Children stop it! (Raspberry blown) Who did that? Get to bed!

Marvin: A storm! Get under the wagon. (All crawl under chairs and bang heads - much laughter)

Marvin: The storm's over, I'm going to get my tools.

Stuart: I'll light a fire. Got some matches? Boy, this is nice and warm, oww! (Burns hand)

Melanie: You boys go and help Dad. (Laughter)

Marvin: Well, that's done, hop in the wagon boys. (They all climb in) Oh boy, we forgot to put the horses on!

(Class laughs. The recess bell rings. The class are the most excited and noisy I have seen in seven weeks of observation. Mrs. C tries to impose quiet but fails. Students leave the room talking about what they did or what someone else did in the role-plays.)

(Journal Notes, March 2nd)

. . . . . .

1:20 p.m.
Mrs. C: Take out your 'Souvenirs' book. Last day you started doing research about a homestead; what it was, what you did. I want you to do this carefully and read through the book carefully, (Oohs! and downcast faces) then we are going to get in groups and role-play a family filing a claim. (Cheers and 'yaaa's' and 'greats' from nearly the whole class, faces light up, noise, excitement. Mrs. C tries to quieten them down.)

(Journal Notes, March 3rd)

For the role-play dealing with staking a claim, Mrs. C spent ten to fifteen minutes listing on the board the steps to be followed in staking a claim. The class continued to be excited and groups went out to rehearse. Of the six groups for this activity, three groups performed in complete silence with only actions telling what was happening, three groups brought in conversation, but played all the lines for jokes.

. . . . . .

Journal thoughts after role-playing sessions: <u>All</u> students were very keen to role-play. Those who had to leave for the resource room were very disappointed. Yet the role-play was playacting. Still the major concern and cause of excitement are the family relationships they are asked to form. Conversations developed into back and forth repartee that left the role and became grade four students smart-answering each other. Mrs. C is constantly reminding them and bringing them back on to task. The pre-sessions are built up well and the post sessions look at problems - yet the groups still playact. It will be interesting to see how the present and future role-play situations develop.

(Journal Notes, March 4th)

1:25 p.m. (Mrs. M is going over the jobs done by the men, women and children in settler times. I arrived late. When I walked into the room the whole class cheered! Mrs. C came over smiling. I found out that Mrs. C had said there would be no role-playing today if Mr. Whitney wasn't here! So, I'd arrived. It's nice to be popular, even for the wrong reasons.)

Mrs. M: Today we are going to work on role-plays. Three groups will work on settler groups and three groups will role-play the life of a family in the year 2000 - 17 years away. (Cheers go up at this and lots of talk about hoping to be in a 'future' group. Mrs. M reads out who will be in each group and what time period they will deal with. Future groups are very excited, settler groups look disappointed.)

Mrs. M: You have 10 minutes to practice. We want you to show us a typical day in the life of a family. (Groups move off to rehearse)

(Journal Notes, March 11th)

. . . . . .

(Rehearsal in hallway)

Voice: We're all going to work (No mums or dads?)

Norma: I'm going to be a secretary.

Mr. W: What will she do then?

Norma: You'll tell the typewriter what to write and it will write by itself.

Mr. W: What's Cam going to be?

Cam: I don't know.

Norma: A police officer?

Mr. W: Will you be an adult or a child?

Sam: A school teacher. He's going to be an adult.

Mr. W: Are you all going to be adults?

Voices: Yes.

Mr. W: No children?

Norma: We're adults but none of us are married.

Cam: You're big enough to be a dummy. (To Norma - all laugh)

Norma: You're no brain! (Laughs)

Mr. W: So you get up and then do what? (Mrs. C arrives)

Voice: We don't know what to do?

Mrs. C: Oh! I heard Mr. Whitney give you some ideas and I gave you some ideas. Now you have to turn on your own minds and get ideas. What do you do in a day now?

Voice: I get up, I eat, I go to school.

Mrs. C: What do you do at school?

Voices: Work!

Mrs. C: What kind of work?

Voice: School work.

Voice: Awful work.

Voice: Boring work. (Laughter)

Norma: Reading, writing, math, social studies, science.

Mrs. C: What do you do after school?

Voice: We go home and play Pacman.

Mrs. C: After you play?

Voice: Read some books.

Voice: Do my homework. Play Pacman.

Mrs. C: OK, will the future be like that?

Voices: No. No way!

Mrs. C: What will be different?

Norma: It will be computerized.

Mrs. C: What will?

Norma: Houses.

Teri: Everything!

Mrs. C: How will that change your life? What will you do?

Norma: Press buttons for supper, breakfast.

Mrs. C: What else will you do?

Voice: Eat.

Norma: Be a secretary in 200,000 (2000)

Cam: By helicopter, motorized cars.

Hamil: Underground passage ways.

Teri: Most probably working on computers.

Mrs. C: So, there's some ideas, now get together and make a role-play.

Voice: OK! (Mrs. C leaves)

(Students begin to talk and make noises without any direction)

Mr. W: So, how will your day start?

Voice: Wake up.

Mr. W: What wakes you up?

Voice: An alarm.

Mr. W: You'd still have an alarm clock then?

Voice: No, a maid.

Hamil: An alarm clock that pushes something like a knife out and pushes it at your head! (All laugh)

Norma: A gun. Stick 'em up!

Teri: My alarm clock, it plays the radio when it goes off.

Mr. W: What kind of clothes would you wear?

Voice: Armour (?)

Teri: Jeans.

Mr. W: Like today's jeans?

Teri: No, tight, tight, tight, tight, tight, tight jeans! That's what I'd wear.

Cam: How would you get them off?

Voice: Cut 'em off!

Voice: Buy a new pair everyday.

Mr. W: What would you have for breakfast?

Voice: Eggs, scrambled eggs.

Voice: Yuck!

Voice: Yummy!

Voice: Yuck! (Laughter)

Mr. W: So you'd be a secretary?

Norma: Ye.

Cam: We'd eat.

Norma: I'd like a good ( ).

Mr. W: What would you do?

Voice: I'd sit at home and read and play Pacman.

Norma: You're grown-up?

Voice: I'd play Pacman. Shoooot!

Norma: All your entire life?

Voice: Noooo!

Voice: I would.

Mr. W: What would you do?

Cam: I'm going to be a writer.

Voice: I'm going to be a fighter!

Mr. W: Would you go out to work?

Voice: Maybe.

Voice: No! My God!

Voice: You could have like a telephone and press a button and your boss would answer. You'd have an office at home.

Voice: That would be neat.

Hamil: You can have your own labratory.

Mr. W: What would you do for fun after work?

Voice: Go out.

Cam: We better get going.

Hamil: I'd do the gigantic screen, and a gigantic Pacman would be out!

Voice: One of those kind of games.

Cam: I'll be an artist.

Mr. W: Will there be artists?

Voice: Well, the computer will probably paint pictures.

Voice: Whoosh! Just done!

Voice: Press the button.

Voice: Computer will hold the brush and you press buttons.

(Mrs. C comes back)

Voice: Mrs. C can we go very last!

Mrs. C: OK let's see.

Voice: No!

Norma: OK, we're waking up in the morning.

(They go through a scene I've never seen, all talking and doing their own thing)

Voice: This isn't turning out very good.

Norma: We're not in school, we're in the year 2000!

Voice: I know. Mr. Whitney's not here!

Voice: Mr. Whitney wouldn't be here in the year 2000!

Mr. W: What! I'll still be alive! (Laughter) I might be old but I''ll still be alive.

Norma: My Grandfather's 59.

Voice: Time's up, time to start.

Voices: Agggh, Ohhh!

(Rehearsal Observation, March 11th)

. . . . . .

The performances that followed were quite a contrast. The future groups were excited and animated. Robots, computers, lasers, buttons that did everything, sound effects and plenty of talk and action. The settlers groups were quiet and silent. They went through 'textbook' tasks connected with farming and settling the land. They tended to drift on and Mrs. C had to end them all.

Talking to some of the students afterwards about getting into the role-playing part, I received the following comments. I asked Tony if he began to feel like the person he portrayed and he said, "Not exactly, but you think, you let your imagination run wild, and it's what you thinks gonna happen. But mostly people are playing whatever comes into mind, they don't care!" I asked Teri the same question and she said, "No, I act myself and do what that person does." I asked how she started off getting ready to role-play a person. She said, "..... Well, what you're going to say and what to do." Asked how she knew, she shut me off with, "I don't know!"

In talking to Martin it was made clear that it was the external actions and not the internal feelings that counted.

Interviewer: When you role-play a dad, how do you know what a dad's going to think and what a dad will say and do?

Martin: Well, sometimes before we do it we look in the social books and stuff.

Interviewer: How does that help?

Martin: It tells us what the men do for jobs and stuff. And what they do with their free time.

Interviewer: How do you know what to say?

Martin: Mrs. C gives us a card of what to do. And before we do it we just plan what to say.

Interviewer: And how do you know you're acting like an adult and not a nine year old?

Martin: Well, because when I'm 9 I'm always playing around outside. And when I'm an adult, I have to work and help put out fires and stuff.
(Student Interview Session)

. . . . . .

All of the role-playing I saw in the class over the time I was there had the same predominant elements:

A. Hardly anyone was 'in' a role, rather they were acting a part.

B. Those trying to 'be' a person could sustain it for no longer than a few sentences.

C. Most conversation was played for jokes and whatever age being played the comments were all nine year old ones.

D. Very little textbook information was used as a basis for the role-play. The story developed as it went along.

E. Rehearsal material and presented material bore little if any resemblance.

I had almost reached the point of believing that the above characteristics were the norm when role-playing with this class; then we went on a field trip to 1881 school, which involved a different role-playing experience.

. . . . . .

(We reached the school at 9:20 and while the children walked around outside we went in to meet Mr. K, the teacher. He was dressed like the first teacher would have been and he said he would act towards the students the way the teacher in 1881 would have done.)

9:25 a.m. (Mr. K rings the hand bell and lines all the students up outside.)

Mr. K: At attention, please!

(Girls come in quietly and <u>stand</u> by side of desks. Boys come in and do the same. A couple of boys start to sit down.)

Mr. K: Stand! Do <u>not</u> sit.

(Mr. K then goes on to explain who would have been in the school 100 years ago, and how the class and teacher would behave.)

Mr. K: Good morning boys and girls.

Class: Good morning, Sir.

(Mr. K asks them to be seated. He gets them to put their hands on the desk for complete attention.)

Mr. K: It was expected when you entered school you became a little adult and show respect. You do not speak unless you signal an intent to speak. Then the teacher will say, "Yes, lad?" You will then stand up and say, Sir - then your statement.

(Mr. K then gives a background to the authenticity school, furnishings, lessons, and demeanour of students and teacher. He explains the use of slate and chalk. He begins to talk about the flag of 1881 and the age range of students in the class.)

9:40 a.m. (Jane raises her hand, Mr. K nods to her and she stands.)

Jane: Sir, may I have a piece of chalk. (It's given to her.)

Mr. K: What colors are in the flag? (Points to Joe)

Joe: (Stands) Sir, red, white and blue. (Sits)

(The whole class still have their hands on their slates where they were told to put them 30 minutes ago.)

9:50 a.m. (Mr. K talks about the use of the willow switch and how often if was used. There is a visible straightening of backs!)

Mr. K: (Points to a picture) Who was the Queen?

Melanie: (Stands) Sir, It was Queen Victoria. (Sits)

(Mr. K goes on to talk about the Queen and her family. The students are making notes on their slates. He asks some more questions and the students called upon all stay in their role. This continues until 10:25 when it's recess. All the students stand quietly and leave quietly. No-one has spoken out of turn or moved their hands for 1 hour!)

10:45 a.m. (After recess they all return quietly and sit down, hands on desks. Mr. K talks about recess activities and games played.)

10:55 a.m. (Mr. K begins a history of the 1881 school)

Marvin: (Stands) Sir, how many people were here then?

(Mr. K has told them they can now relax but they keep to role. He talks about the early teachers and the willow stick. Again there is a general straightening of backs! Mr. K asks a general 'Yes' type question and over two-thirds of the class peel out "Yes, Sir." still in role!

11:20 a.m. (Mr. K continues with his school history and then concludes by asking if there are any questions.)

11:30 a.m.
Craig: (Stands) Sir, do you have fire alarms here?

Alice: (Stands) Sir, did they have wallpaper in 1880?

Joe: (Stands) Sir, how old is this school?

Jane: (Stands) Sir, when this school was built when did the kids start to come?

(Mr. K goes on to talk about the store and it's use in the past.)

Joe: (Stands) Sir, is there ink in here?

Paul: (Stands) Sir, in the olden days did they have feathers to write with?

(The students put their dusters in the stove.)

Mr. K: Listen to the roaring fire. Lick you fingers and touch the furnace pipe and feel the heat.

(Mr. K thanks us for coming. We leave, in orderly rows and quietly, two and a quarter hours later - amazing!)
(Journal Notes, March 23rd)

It seemed that if the scene was set physically with all the authentic equipment, and if there was an adult in a role guiding and setting the tone, then there was no limit to the students' attention and concentration and adherence to their roles. Or, was the novelty of the situation such that it appealed to their imaginations on this occasion? Unfortunately this was the one and only opportunity to develop a role situation in this manner.

"I'm Not Going to be His Wife!" Sex Relationships in Grade Four

Throughout the four months I was in the grade four class one dimension of being a grade four student constantly came to the fore; handling the ambivalent feelings towards members of the opposite sex, whether in real life or role-playing relationships. At this stage in their lives they were starting to be affected by new emotions towards the opposite sex. Some of them could accept the good feelings they had and could talk about it. Some were caught up in these feelings and were embarrassed to discuss or verbalize how they felt. Others vacillated in their feelings, and some expressed antagonistic thoughts towards the very idea of having feelings about the opposite sex. No matter where students were on this continuum it did introduce particular problems when they were asked to 'be' a 'mum' or 'dad' and role-play how they would act.

In one of the group interview sessions I wanted to get some kind of group interaction from my key informants regarding their feelings and how these would be expressed when we were all together.

. . . . . .

Interviewer: OK, I'm going to give each of you a particular part and then I'm going to ask you something, be ready. We are going to be a family in Edmonton on a Saturday evening. Tonya is the mum, Martin is the dad (Uproar and noise and laughter at this.) John is the grandad (More laughter) Cam is a 12 year old son, Tony is a 16 year old son. Alice is the grandmother (Laughter), Teri is a 4 year old and Diana, you're going to be the mum's sister.

Tony: Oh, good, we have no girlfriends!

. . . . . .

Interviewer: What do you do now in the evenings, Martin?

Martin: I play with Stuart.

Interviewer: What kind of things?

Martin: We spy on my sister. (Ah, ah from round the room)

Cam: Good for you!

Tony: I do exactly the same things ..... Diana and Teri are his girlfriends!

Diana & Teri: No! No we're not!

Martin: Phewhh!

. . . . . .

Interviewer: How about you mum, what would you do in the evenings?

Teri: Go out with Tony!

Tony: What! (All laugh) I'll get you for that!

Interviewer: How many of you .....

Tony: She's Martin's girlfriend not mine!

Diana: No, Teri is.

Interviewer: How many would watch T.V.?

Alice: No, I'd go out and dance!

Interviewer: How about you Teri?

(About one minute of heated conversation about who likes whom.)

Voice: So, Norma likes you John!

John: What!

Interviewer: What would you do Tonya?

Martin: She'd go kiss Stuart!

Tonya: Yuck! You'd kiss Diana.

Martin: No, I wouldn't!

Alice: Stuart says he walks these two girls (Teri and Diana) home!

Voice: She's turning red!

Voice: Stuart loves you!

(The next few minutes were a hectic mix of comments about who would be with whom and who likes someone else in class.

> So I ended the session by breaking in and saying, "Thank you". They moved out to their classroom all chattering about 'likes' and 'loves'.
>
> . . . . . .

During the individual interview sessions I again brought up this area of relationships, in role-playing and real life.

Alice:

At one point in the unit Mrs. C devoted an entire day to 'being settlers'. In the morning there was a field trip to the 1881 school and in the afternoon a Box Social and Squaredance. I asked Alice about her thoughts and feelings.

Interviewer: How did you like the Box Social?

Alice: ..... (Laughs) I thought it was quite interesting. But it was so disappointing! (Laughs)

Interviewer: Who did you share with?

Alice: Martin.

Interviewer: And who did you want to share with?

Alice: None of your business!

Interviewer: Who did you want to share with Alice?

Alice: (Laughter) .....

Interviewer: Was there someone else?

Alice: Yes ..... Well, sorta.

Interviewer: Who did they share their lunch with?

Alice: If I tell you that then you will know! My best friend shared her lunch with this person.

Interviewer: But you didn't mind sharing your lunch with a boy?

Alice: No.

Interviewer: Did you enjoy the square-dancing?

Alice: It was OK ..... but disappointing! Sorta.

Interviewer: Because you still didn't get the right partner?

Alice: ..... (Laughter)

Interviewer: Who did you get?

Alice: Ryan.

Interviewer: Didn't you care to hold hands with Ryan?

Alice: No.

Interviewer: Who did you want to hold hands with?

Alice: I'm not telling!

Interviewer: Who? Someone else?

Alice: Well, sorta (Laughs) Let's go onto something else!
(Student Interview Session)

In other interview sessions with Alice we had talked about role-playing. On one occasion she was the mother of four boys, traveling out West in a wagon.

Interviewer: Who was there in the family?

Alice: I had 4 boys and Martin was the dad. (Chuckles)

Interviewer: And you were .....

Alice: The mother. (Chuckles again)

Interviewer: So you didn't mind Martin being your husband?

Alice: .....No! (Laughs)

Interviewer: Did you think what you did was like what a mom would have done?

Alice: I don't know. (Laughs)

Interviewer: What were you trying to be that you thought was like a mom?

Alice: I don't know. I just did whatever came to me.

Interviewer: Did you stop to think, now a mom would do this or .....

Alice: No.

Interviewer: Did you say you had two children?

Alice: No, I had four boys. (Laughs)

Interviewer: How about when you were talking as a wife to Martin. How do you know how to act then?

Alice: I don't know! When he talks I sometimes feel like an 18 year old girl. Or sometimes I feel (laughs) like a mother.
(Student Interview Session)

Martin:

I spoke to Martin about the Box Social and Square-dancing. He was able to talk about his feelings.

Interviewer: Did you enjoy it?

Martin: Yes.

Interviewer: Whose did you get?

Martin: I got Alice's. Stuart got the lunch with the girl he loves!

Interviewer: Is that right?

Martin: I would have if I chosen the first one I was going to but I changed my mind.

Interviewer: Whose was that?

Martin: Diana's.

Interviewer: Did you enjoy the square-dancing as well?

Martin: Pretty good. I had a square-dance with Sara.

Interviewer: Did you have to hold hands?

Martin: Yeaaaa!

Interviewer: You don't mind holding hands with girls?

Martin: It depends which ones!

Interviewer: Did you mind dancing with Sara?

Martin: No.

Interviewer: Would you do it again?

Martin: No, I'd do it with someone else!

Interviewer: Who?

Martin: I'd pick Diana. (Laughs)
(Student Interview Session)

Tony:

Tony was quite the opposite to Martin. His feelings were still in the antagonistic stage.

Interviewer: Did you enjoy the Box Social?

Tony: Yeaaa.

Interviewer: Whose did you buy?

Tony: ..... My business!

Interviewer: Whose?

Tony: My business. If I'd seen Mrs. C I would have bought it, if I'd seen all those candies.

Interviewer: Did you mind sharing your lunch with a girl?

Tony: Yes!!

Interviewer: Why?

Tony: I hate girls, especially dancing.

Interviewer: What didn't you like?

Tony: Everything!

Interviewer: You didn't like holding hands?

Tony: No!

Interviewer: What's wrong with it?

Tony: I hate girls and I don't want to look at them. I'm just glad I didn't get ( ).

(Student Interview Session)

During the second session of interviews I happened to get Tony and Martin together. We talked about the role-playing of settler families.

Interviewer: Were you both in the same group?

Tony: Ye.

Martin: Ye.

Tony: Ye, and he was the dad! (Laughs)

Martin: Ye, I had to sit with Alice too!

Tony: Ye, they had to sit together! He said, no in the olden days they didn't do that. (Laughs)

Martin: A good excuse!

Interviewer: So what was it like being the husband and having Alice for a wife?

Tony: (Roars of laughter)

Martin: Not very good.

Interviewer: Why not?

Martin: I said if I'm the Dad I'm going to divorce!

Interviewer: How did you like being a son?

Tony: It was fine. I took his name. I called myself Martin McNeil.

Interviewer: You could have been the dad?

Tony: No way!

Martin: I'd like to see you with Alice! (Laughs)

Interviewer: What kinds of things would you have done if you were the dad?

Tony: ..... (Looks at Martin and smiles)

Martin: Ooooh! Don't look at me! (Laughs)

Tony: I didn't do nothing!

(Student Interview Session)

Tonya and Teri:

The two girls were together for one interview session and I got their thoughts on role-playing settler families.

Teri: I was a little baby.

Tonya: I was a baby too.

Interviewer: You didn't play the mother's part?

Teri: No way!

Interviewer: Why not?

Teri: Yuck!

Tonya: I had to be Sam's last wife!

Teri: The last one? Diana was today.

Tonya: Ye, I know, but the one before.

Teri: Oh ye.

Tonya: Oh, I could have killed Sam! Like, I didn't wanna be the wife and nobody else did, so Sam picked me, Waaaa!

Teri: Aaagh!

Tonya: ..... (Laughs)

Interviewer: Why didn't you want to?

Tonya: 'Cos ..... I see him everyday. Especially outside at Cam's place. Sam lives just across the road from me.

Teri: Ooooh! (Both giggle)

(Student Interview Session)

On the day of the Box Social I had taken my son to school with me. He too is in grade four, but in another school. I spoke to Tonya alone about the square-dancing.

Interviewer: Did you enjoy the square-dancing?

Tonya: No!!

Interviewer: Why not?

Tonya: Because!

Interviewer: Because what?

Tonya: Because!

Interviewer: Tell me!

Tonya: Because I had to dance with <u>your</u> son!

Interviewer: What was wrong with that?

Tonya: He kept on getting mixed up.

Interviewer: Did you mind dancing with him?

Tonya: Yes!

(Student Interview Session)

Throughout the four months of fieldwork Diana's, Teri's, Stuart's and Martin's names kept cropping up together. Mrs. O, Diana's mum, had mentioned, "There's these two little boys they have crushes on. They hang around with them once in a while." Teri's mum had also mentioned this, "Now she's starting to find out there's boys around. I thought we didn't have to face that for a while, but we've had two mooning around for a couple of weeks or so."

Teri had shared a lunch with Stuart at the Box Social and so I asked her about this.

Interviewer: Did you enjoy the Box Social?

Teri: Oooh! Noooo! That was terrible!

Interviewer: Why?

Teri: I don't like eating with boys! Especially Stuart!

Interviewer: Why?

Teri: He may love me but I don't love him!

Interviewer: Does he like you?

Teri: Oh, ye! He bid for my lunch. He was afriad my lunchbox was Sara's or Irene's so he didn't go until it was going to Marvin and then he said, "One dollar". (Laughs)

Interviewer: Did you enjoy sharing a meal with him?

Teri: Kinda, I liked it when he squeezed the orange and juice came out all over in Long's face! And on the floor and on the desk!

Interviewer: Did you enjoy the square-dancing?

Teri: No, because I don't like my partner, Marvin, and I don't like Stuart as my corner partner. I wish Stuart was my partner and Marvin was my corner partner.

Interviewer: You didn't want to dance with Marvin?

Teri: Nooo!

Interviewer: Why not?

Teri: Because he has big fat hands!

Interviewer: Why don't you mind dancing with Stuart?

Teri: Because he has tiny hands.
(Student Interview Session)

Diana:

Diana was the fourth person in this 'eternal square' of Martin, Stuart, Teri and Diana. Diana was the most difficult of all the key informants with whom one could feel close. I did feel I'd made tremendous headway since I'd first met her, but there was still a long way to go.

Interviewer: Was it funny pretending one of the boys in your class was your father?

Diana: I didn't like it very much.

Interviewer: Supposing you had been picked to be someones wife?

Diana: No.

Interviewer: Why wouldn't you like that?

Diana: 'Cos I wouldn't.

Interviewer: Would it have bothered you being Sam's wife?

Diana: Yes.

Interviewer: You wouldn't like it?

Diana: No.

Interviewer: Why not?

Diana: I hate being a mother.

Interviewer: If you had to choose which member of the family you'd be, which would you choose?

Diana: I'd either be ..... no, I'd be a baby.

Interviewer: Why.

Diana: 'Cos I like babies.

Interviewer: You don't want to be a mum and married to a boy in the class?

Diana: Nooooo!

Interviewer: Why not?

Diana: I hate them all!

Interviewer: Some of them must be nice?

Diana: Yes.

(Student Interview Session)

After the Box Social I took the opportunity of checking on Diana's feelings about this and the square-dancing.

Interviewer: Who did you share a lunch with?

Diana: Ryan

Interviewer: Who did you want to share one with?

Diana: ..... (No answer)

Interviewer: Did you mind sharing a lunch?

Diana: No.

Interviewer: Would you have liked to share with Martin?

Diana: Noooo!

Interviewer: Why not?

Diana: "Cos I don't like him!

Interviewer: But he likes you doesn't he?

Diana: Yes!

Interviewer: Did you mind dancing?

Diana: Yes.

Interviewer: Why?

Diana: I don't like dancing.

Interviewer: Did you mind holding a boys hand?

Diana: No way!!

Interviewer: Why not?

Diana: I don't like holding hands with boys.

(Student Interview Session)

John:

John, along with Tony, seemed the least mature of my key informants. His mother had said she thought he should be held back at some point to give him more time. I'd spoken to John about his 12 year old brother on a number of occasions. Once I asked him what he thought teenage boys did with their free time. He told me, "My brother's nearly a teenager, he's 12 years old. With his friend he talks about love and girls!" He went on to say, "He talks about sex! Ye, they spend their time that way."

It was John who told me about the Box Social. "Guess what we have to do on Wednesday? We have to sit with the girls! And they bring in two lunches like the olden days and decorate a box and we have to sit with girls and eat their lunch! Oooh!" I asked him if he was looking forward to it, to which he quickly replied, "No! I hate that!" After the Box Social I asked how he felt about the experience.

Interviewer: You didn't want to join in?

John: No, I brought my own lunch. Paul in our class, you know Norma? He bid a dollar on her lunch. People don't know whose lunch is which.

Interviewer: Don't you like eating with girls?

John: No.

Interviewer: What's wrong with it?

John: ..... But the first lunch, boy! Did that ever look good.

. . . . . .

Interviewer: Did you like the dance?

John: No. The only part I liked was when the girls go up, they go in the middle. I went up! I go ooh! And I go back.

Interviewer: You don't like to dance?

John: I don't know how to dance. Did you ever see that show with that guy with the paper bag over his head? Oh, in Montreal dad said I used to dance like him! His feet are flying

through the air.

(Student Interview Session)

At the end of the unit I spoke to a number of other students in the class. The comments made by Craig seemed typical of the dilemma most of them faced.

Interviewer: Why didn't you want to be a dad in the settler role-plays?

Craig: ..... I ..... I ..... don't know!

Interviewer: Would you have minded if one of the girls had to be your wife?

Craig: Yes! I would!

Interviewer: Why?

Craig: I hate girls!

Interviewer: Did you do the square-dancing last week?

Craig: Yes!

Interviewer: Did you like that?

Craig: No!

Interviewer: Why not?

Craig: I had to dance with a girl!

Interviewer: Is that so terrible?

Craig: ..... It is if you're my age!

(Student Interview Session)

The unit asked students to 'be' a grown up man or woman of the past, present or future. It hoped for, or expected some feeling for that role. We were disturbed when the role-playing became mere playacting, comedy and fun. Yet we were dealing with nine-year-olds who were still grappling with the feelings and emotions of a nine-year-old, and we have to keep this in mind in the future when we ask them to take on adult roles.

THE PAST, PRESENT AND FUTURE: 'TIME' AND THE GRADE FOUR STUDENT

This section looks at various aspects of the students' concept of time; about their thinking on life in the future; the importance of the computer; and the relationship between notebook research about the past and their own thinking.

'Immediacy Thinking' Of A Nine-Year-Old

While we accept the fact that as nine-year-olds the students will think and reason as nine-year-olds, we also ask them to make statements about other age periods. In this unit there were occasions when the students were asked to speculate on the thoughts, feelings, and actions of men and women in the past, present and future. When the students were engaged in this 'projection into adulthood' there were many statements made that indicated the thinking was definitely in nine-year-old terms. All of the key informants provided illustrations of this thinking and it was commented upon by their teacher, Mrs. C.

(Key phrases and sentences which illustrate this thinking will be underlined.)

During the second group interview session I was asking the students to project themselves forward in time to the year 2000. By then they would be 26 or 27 years old.

Interviewer: How many think there will be more leisure time in the future? (5 hands go up) What kinds of things will you do when you're 26?

Tony: We'll be playing baseball while the machine does our homework.

Interviewer: You'll be a grown up then.

Voice: Ye, we'll be going on blind dates.

Alice: I'll go to university and tell my teacher it's time for art, right now! Take a hint.

. . . . . .

Interviewer: What else would you do?

Martin: Drive a car.

Alice: Make your own records. Keep secrets in files.

. . . . . .

Alice: Call Jane over if I still knew her, and we'd go to bed and start talking about the boys.

Cam: I'd call over Sam and start talking about Alice and Jane.
(2nd Group Interview Session)

Talking to Mrs. C I brought up the question of the student's speculations about past and future.

Mrs. C: Here and now, Yes. Well, I told you the one time I was reading them the Wright Family and they were restless and I said this isn't just a made up story, this is based on what it was really like then. And then they said, you mean all this really happened? They couldn't imagine that anybody could have done anything different than now. And a lot of them too, projecting into the future, they really couldn't imagine doing anything different than what they do now. Than what they are familiar with now - Nine-year-old things they like to do now. But, yes ... they are nine-year-olds still.
(Teacher Interview Session)

Talking with my key informants reinforeed this. I'd asked Diana what things she might do in the future when she was older. She replied, "Play on the computer when I get one." I asked Teri what she thought she would do. "Oh, ya! Go anywhere I want. Not get pushed around. Don't do any chores. Get a job, but don't do any homework and such." Cam spoke of his future, "I'd probably ..... if it was in winter. I'd go call up the other guys if they had skates, and do you wanta have a game of hockey?" I asked him why he had picked the past to be a grown-up in for one role-play, to which he replied, "Well, there wasn't that much school." I put the question of spending free time when an adult to Alice

and she said, "Well, if I had a house I'd turn it into a jungle!" I love having cactus and spiders. And if I had a fireplace I would do a lot of reading. And if I had my own room, I'd experiment with cloth and that and make nifty things." When she was commenting upon her role of a mother in settler times, she said, "I'd probably make the meals and help out quite a bit." Perhaps Tonya made the most telling comment about this when I asked her if she could do role-playing about the future. She replied, "How do we know! We're not in the future!"

Of course as Tonya said, they are not in the future or the past, or adults now, so how do they know? Yet we ask them to 'know' in order to deal with the social issues we raise with them.

Thoughts for the Year 2000

The 4B unit considers lifestyle changes for the future and jobs they might do. It asks them to make projections concerning use of leisure time and leisure activities in the future, after consideration of the changes from settler times to the present day.

After the third week of fieldwork and before the key informants were chosen I spoke to each of the students privately. I mentioned the future and any thoughts they had had about jobs. A brief survey yielded the following information:

I don't know what I want to be. (Seven students)
I don't know and I don't want to think about it! (Three students)
I want to be a teacher. (Four girls all below average ability)
A truck driver. (One boy whose uncle drives a truck)
A truck driver or an experimenter. (One boy)
A scientist with rocks and dinosaurs. (One girl)
A doctor or a scientist. (One girl)
A photographer or computer programer. (One boy)
A N.H.L. hockey player. (One boy)
A real-estate agent. (One girl whose mother does this)
A mechanic - I'd build a car like 'Knight Rider' (One boy)

> Work with wild animals. (One girl)
> Work in a candy factory for free candies! (One boy)

Many of the students told of different jobs they would like to do depending on when I asked. Some changed their intended vocation a number of times. Tonya's mum made this point when I asked her if Tonya ever talked about a job in the future.

> She changes her mind you know. Usually it's a teacher. She changes her mind. She doesn't really think that much about it. We have a book and we put in all report cards and pictures and it's got, 'What I will do when I grow up', and it's got secretary, teacher, nurse ..... and she checks them all off (chuckles).

When I spoke to Tonya about it in March she said she wanted to be a model. "I want to be in the Miss Teen Edmonton Contest and Miss Teen Canada." I asked her what she would have to do to become a model. "Well, if you wanted to be in the Miss Teen Canada contest you would take a course. And when you're older you still go in the Miss Teen Canada every year until you're 19, and then you become a model."

Diana also wanted to be a model. An assignment in the 4B unit required that the students draw a picture and write about their future.

> When I Grow Up
> I would like to be a model. I would go to modeling school to learn how to do modeling. They put on the dresses or pants. My mom thinks I have the legs and the hair for it. I think I do to cause I have long legs and long hair. My friend Norma and Tonya want to be a model.
> (Diana's Social Studies Notebook)

Diana's mum also told me that Diana had mentioned that she would like to be a teacher. "And I say well then you'll have to study your maths, and she'll say, well I don't want to (laughs) and I say, well it does help."

But the future is not just jobs, it's fun, free time and new activities to try out. I asked Mrs. C how she thought her students envisage the future. "I think the future ..... I think they are so influenced by the movies

and T.V. shows that that's their impression of the future - some producers' or editors' impression. That's their impression."

Role-playing situations based on a family of the future are filled with robots and computers. The following were extracts from journal notes during a role-playing session.

Presentations:

Group One: Future Family. Mother is ordering two robots around who are doing the chores. She stops them and sends an electric shock through them because they are not working hard enough. (Lots of conversation and action) They continue to do chores but mother is still not satisfied. She sits robot down, presses a button, and they self-destruct!

Tony: Was it the past or future?

Craig: Oh, that was excellent!

. . . . . .

Group Two: Future Family. They go out and buy a robot. The robot produces a pizza from inside itself for their lunch. They don't like him and throw him out. He returns. They take him back to the shop. (Lots of talking and activity)

. . . . . .

Group Five: Future Family. All wake up and begin their work. Adults were working at home. They talk about jobs, homework, chores, and as they talk they press buttons to get everything done. (What are the buttons connected to?)

. . . . . .

2:20 p.m. End of session. Leaving for recess the talk is about life in the future, and what robots and computers will do for them - especially homework!

(Journal Notes)

Teri:

I asked Teri about the 'buttons' that were pressed in all the role-plays.

Interviewer: Where do you think everything comes from when you press a button?

Teri: The robot!

Interviewer: Where does the robot get it from?

Teri: . . . . . I don't know!

Interviewer: How do the buttons know what to give?

Teri: You spell out the word.

(Student Interview Session)

Teri did have certain ideas about the future which she expressed in a written essay in her social studies notebook:

> In the year two thousand I will play electronic games and ride horses at my dad's farm. I will move away from home and buy a house that is far away from home. I will eat chocolate bars. I will go to places where there is no snow. Or roller skate until midnight, go ice skating in the winter or ski with some friends. Or maby at night romance with your boyfriend. I am not sure what I am going to do. I might sit around and read a book. Them i will go to libarys and read books there. Or write letters to my mum dad or friends. I could woch a little bit and teach a school or be a cowgirl. or shop a little while. Sit and watch funny plays or make a robot do my work.
>
> . . . . . .

In another written assignment Teri elaborated on the cowgirl job for the future:

> When I Grow Up
>
> I would like to be a cowgirl. I would like to be a cowgirl because, I like horses and rodeos. My uncle works for a rodeo. He said that my dad and mom can join. My parents said yes. That is why I want to be a cowgirl. I wish I could stay in the rodeo. For a long time. I will have to learn how to ride horses very well. I will also have to learn how to stay on a bull for a long time. I wish I could be in a rodeo right now. I am going to live on a farm so that I could learn everyday. When I get good at it I will be teaching how to ride horses over fences.
>
> (Teri's Social Studies Notebook)

Teri's mum had another view of her future.

Mrs. S: Right now she's rebelling, she's not going for any further education. She's just going to go to high school and that's it. She's just going to go and work. And then every now and then she'll say, "Well, maybe I'll become something." But she doesn't really know what she wants to do.

Interviewer: What does she mean by, 'go to work'?

Mrs. S: Well, my mom works in a store, and I think that sort of fascinates her. She thinks that's kind of neat.

Interviewer: What other jobs has she mentioned?

Mrs. S: Well, she was on a kick about a couple of months ago where she wanted to become a lady policeman. That lasted for a little while, but really she doesn't have any particular job in mind.

(Parent Interview Session)

Alice:

Alice too was equally sure of her job for the future, and equally baffled by the 'buttons' of the future. "I don't know. I hadn't thought of it that way before. You do ask difficult questions! Well, the way I thought of it, it's like a giant candy or pop machine. You press a button and a pizza will come out." She thinks people are too caught up in Pacman games. "People now think Pacman is so great. In about 10 years they'll say, Pacman? I don't want Pacman. Everybody thinks the future will be video games and computers and just throw your homework in and it's done for you." I asked her what she thought it would be like. "I think there will be this new invention kit, and just turn the dial and you can make all new inventions."

Over the course of the four months fieldwork she was pretty consistent in her job interest for the future. She liked rocks and dinosaur bones. Mrs. F also mentioned this during our interview, saying it had been an interest for many years now. Alice said she wanted to be a geologist.

Interviewer: What do they do?

Alice: They go out and they study rocks and dinosaur bones. And I've always had an interest in rocks and dinosaur bones.

Interviewer: What things can you do now to train for that?

Alice: I think I've really got to work hard in science, and I'll have to get a good education, and start reading about rocks

and dinosaur bones. In fact right now I'm reading a book about dinosaur bones and fossils.

Interviewer: Do you think you'd have to have more education than high school?

Alice: Well, my mother didn't really tell me but she said you'd probably have to take 2 years at N.A.I.T. or 4 years at University. And I thought, what a lot to learn, oh brother, here we go!

(Student Interview Session)

Alice's notebook assignment on this same topic was almost the same:

Geologist

I want to be a geologist. For some reason I like rocks and dinosaur bones. I think it's interesting. Right now I could read. Right now I am reading a book called Alberta's Prehistoric Past. I will have to go to school up to grade 12 and then go to University for 4, 5, or maybe 6 years.

(Alice's Social Studies Notebook)

Cam:

Cam was also consistent in his expressed interest in a vocation for the future. He said he would like to be a N.H.L. hockey player. "You know why? They get just about a ..... Gretzky gets about two million or one million. Three million he got last year." I asked him what kinds of training he would have to do? "Well, you gotta practice. I don't go to these practices 'cos I'm the best one on my team. And I should have got the medal but I didn't. And you gotta practice a lot. I think you go to hockey school to practice on your wrist shots."

His notebook assignment emphasized the big money and being a star:

When I Grow Up

I want to be a hockey player. I also want to be a star so I can score lots of goals. Then I can earn lots of money. I have to get my equipment such as a jogger, hockey socks, hockey sweats, chest pads, shin pads, and skates and thats all before I play hockey. And I hope I can be a famous star too.

(Cam's Social Studies Notebook)

Talking to his father, he mentioned that this topic had cropped up

at home many times, "Ye, we talked about hockey, and if he wants to do that he has to work on it. We don't say we want you to be, we say we'd like you to do this ..... if you like hockey you really have to go at it. He likes his hockey and he likes his soccer."

Martin:

When I spoke to Martin I returned to the problem of 'pressing buttons'.

Martin: In the future I would have this machine to put my homework in and play baseball while it's doing!

Interviewer: Where does all the stuff come from when we press buttons and it appears?

Martin: They are magic machines.

Interviewer: How do robots know what to do?

Martin: 'Cos on top they have wires, and if you wanted a pizza you'd spell pizza.

Interviewer: Where does the pizza come from?

Martin: Inside them.

Interviewer: How would it get inside them?

Martin: Don't ask me!

. . . . . .

Interviewer: What job would you pick for the future?

Martin: A robot builder.

Interviewer: What kind of training would you need?

Martin: I'd need to know how to be an electrician, to hook up all the wires. And how to make metal and hook up buttons and stuff.

(Student Interview Session)

In a joint interview with Tony, Martin provided a little more information about his view of the future.

Tony: I wish there was a spaceship I could drive and a space video game where you <u>really</u> get into the game. I like the future best.

Martin: I like the future because then everyone's got magic in him.

Tony: You sit down and say, robot take over my job. Press the button - this will do all my schoolwork for me.

Interviewer: What kinds of things will there be in the future?

Martin: Big, high cars.

Tony: Underwater cities. I keep drawing pictures of bubbles coming out. It's excellent. I keep thinking Atlantis, underground cities, air cities.

Martin: I like underwater castles.

(Student Interview Session)

Tony:

Tony was totally 'future' orientated.

Interviewer: Last week you were doing role-plays on a family of the future or a family in settler times.

Tony: I would have loved to be in the 2000 one, but I got the past again!

Interviewer: What did you want to do?

Tony: The future. I like the future. I've got better ideas, 'cos nothing ever happened in settler times.

Interviewer: What kinds of things would you do in the future?

Tony: I would have had the computer do my homework, my meals, my dishes. I could order up through it and I could sit around all day. And it could make my money. It could do everything for me.

Interviewer: Where would the things come from in the first place so that you could press a button and they would appear?

Tony: I'd just press a button and it would be there. There'd be a big sort of calculator, only it just made all things.

Interviewer: Where would it all come from in the first place?

Tony: The robots make it.

Interviewer: Was there anything in the settler role-play that interested you?

Tony: Nothing, nothing interesting. Present and future is the best.

Interviewer: What kind of job will you do when you grow up?

Tony: A video game maker or a computer programer.

Interviewer: What training will you need?

Tony: Oh, I'll have to go to computer programing school.

Interviewer: What special skills will you need?

Tony: How to handle micro-chips.

Interviewer: Is anything you do now at school going to help you?

Tony: Nope!

Tony had definite ideas on schools in the year 2000.

Tony: Well, they'd have computer desks, and their books would be like a calculator and it tells you which page. If you want a certain book you press a button.

Interviewer: So you wouldn't use a pencil?

Tony: No! You'd use this electronic wire thing that writes designs and a code of writing, computer writing.

Interviewer: What will teachers be like?

Tony: I don't think there will even be a teacher. They wouldn't need one.

Interviewer: Who would teach?

Tony: The computers!

(Student Interview Session)

John:

John too was certain about where all the fun lay - in the future.

I asked him what made the future interesting?

John: Robots! We were robots in our role-play and we were sitting on chairs like this (shows). Mary said go and get me a chocolate bar. She said this is too soggy, go and get me another one. She says get me a muffin. We get her two muffins. She says I don't want two muffins, you dummies, I wanted one. And then she takes some chalk and she's going to blow us up! She took a pencil and goes zzzzt, but we were still alive. The second time she blew us up!

Interviewer: Will robots be doing things for people?

John: They'll be doing things for me.

Interviewer: Where do the robots get everything from?

John: I don't know!

Interviewer: Where will it be made?

John: The robots will make it.

Interviewer: Where will they get it from?

John: I don't know!

(Student Interview Session)

John had some thoughts for his future job:

> When I Grow Up
> I would like to be a laboratory man because I like working with chemicals. I would use the chemicals to make diamonds. I would learn to be a laboratory man watching shows and movies.
>
> (John's Social Studies Notebook)

John also had certain ideas about how leisure time would be used in the year 2000:

> In the year 2000 my children might be playing with a space age electronic robot. We are going to watch T.V. on the biggest skrin in the world. We are going to play electronic sports on our new Apple ten computer. And we have every game in the world. We have Wizards and Woreres, Donkey Kong, Junveg, and we have a lot more to. The robot is 6 foot 5. My children have to take it outside so they can play with it.
>
> (John's Social Studies Notebook)

Computers and Robots: The 'Cargo Cult' Updated

When the white colonists first moved into the South Pacific Islands they took all the accoutrements of 'modern' living with them. When more goods and belongings were needed they would be dispatched on the next steamship. The Trobriand Islanders found this phenomenon particularly fascinating. A large boat would appear from nowhere and out of its insides would come all manner of material goods. Whatever the white-man wanted could be found in the cargo hold of these ships. When emptied they would return out into the ocean, only to come back again with more goods. Very simply this is how the 'Cargo Cult' of the

Trobriand Islanders originated. They devoted much of their energy into calling upon the god who controlled this 'boat', asking him to bring such wonders to them; for the boat itself must surely be the source of all those wonders.

The grade four student's thinking about computers and robots, and the how's, where's, and why's of these 'machines' had a number of parallels with the Cargo Cult. The previous section had already considered the 'buttons' mystery. To the students, though, there was no mystery, their material needs would be catered to by the computer and the robot; period.

The following extracts were from student interview sessions:

Interviewer: Did you want to be in the settler family or in the future?

Teri: The future.

Interviewer: Why? What would you do?

Teri: Probably use robots, and then they'll get palaces and things like that.

. . . . . .

Interviewer: Will you have to do the same as you do now?

John: No, there'll be machines to do everything.

. . . . . .

Interviewer: If you had the choice of being a grade four in 1883, 1983, or 2000, which would you choose?

Diana: The future.

Interviewer: Why?

Diana: Because of the computers.

Interviewer: Will there be teachers?

Diana: A computer-teacher.

Interviewer: Will you come into classrooms to work?

Diana: No, at computers.

Interviewer: Will you still use pencil and paper?

Diana: No, computer tapes.

Interviewer: Who will tell you what to learn?

Diana: A computer.

. . . . . .

Interviewer: What kind of things would you be doing if you were a woman in the year 2000?

Diana: You'd have computers to do everything. Clean house, make meals.

Interviewer: What would you do, press buttons?

Diana: Yes.

Interviewer: Where does the food come from in the first place?

Diana: I don't know.

Interviewer: How would the food get into the robot?

Diana: I don't know!

Interviewer: How do computers know what to do for you?

Diana: ..... I don't know!

. . . . . .

Interviewer: So, it's like a big computer. Who tells it what to do?

Teri: They just drive.

Interviewer: They just go do they?

Teri: Yes.

. . . . . .

Interviewer: When you pressed the button where did the food come from?

Cam: .....Us. Whenever we pressed a button it would take this meal. Yes, all you did was press a button.

Interviewer: But did you make it first?

Cam: No, all you have to do is take it from a machine, take it and put it in.

Interviewer: How does it get made into different meals?

Cam: There was all sorts of meals. When we wanted something we pressed the button.

. . . . . .

Leisure time in the future would also be fun because there would be no work to do:

Having Fun in the Year 2000

In the year 2000 there will be more games and rich people. The games will be cheaper and computers too. We will have robots doing our work like dishes, housework, garding and walking dogs and we will just lazy around. We will be living in mansions and have everything we want. The games will be the best. And I'll just play games everyday. It would be fun there. There will be new games.

(Melanie's Social Studies Notebook)

. . . . . .

Fun in the Year 2000

In the year two thousand the people will proubly they will have proubly have more fun then us. They'll have lots of free time. By then they'll have more games out and electronic games. When I'm in the year 2000 I would have lots of spare time.I think I would like the 2000. I hope they have more video games and I might be getting one of those computers that talk to see if your right or rong. We will have a better future cause we will have more spare time in are life and probly more things in life. Now we only have a few games out but then we'll be very busy. We will have more fun and lots of kids will have more things to play with. We will probly have more computers controling things too.

(Irene's Social Studies Notebook)

. . . . . .

Having Fun in the Year 2000

One day it happened. I went into the future. It was so different from now. There was robots as slaves. There were giving people food and there were cleaning the houses. And they were doing everything and the owners were eating and getting fat cause there were eating cholate bars and eating candy. There would watch T.V. while the robots are doing everything. Or the owners were playing on the computers..... I think I will play on the computer. I think I will go shopping. Oh no I can't! My robot will do it .....

(Diana's Social Studies Notebook)

. . . . . .

The 4B unit asked that the information about the past be analyzed in order to form general impressions about lifestyles. It was from these generalizations that the students were to compare modern day and project into the future. The future thinking, however, appeared closer to the viewpoint put forward by Mrs. C at the beginning of this section. "I think they are so influenced by the movies and T.V. shows that that's their impression of the future - some producers' or editors' impression. That's their impression."

So what did student's think about the past? And how did they process information about the past to make general statements about lifestyles that would be useful in making comparisons with the present?

THE PAST IN MINDS AND IN NOTEBOOKS

To obtain information about the past the children were directed by means of set questions which could then be researched in one of the texts available. At least three different texts from the Young Canada Readers series were used. Each textbook had a question and answer worksheet unit that went with it. The format for these units was the same for all the readers in the series and they are used throughout grades four, five and six.

Textbook Research

In the opening section of this 'situational picture', journal notes were presented that highlighted the students ability to cope with research and social relationships at one and the same time (pp. 4-17). This seemingly difficult task was made easier by the way the research questions were set up in each unit of the Young Canada Readers.

Simply stated such research called for a three-step process on the part of the students. The following example was just one of many

that could be found in the students' notebooks. (See Appendix E)

Step one: The student reads a worksheet question: How did the coming of the C.P.R. make Alberta a good place to settle?

Step two: The student reads the page which is indicated at the top of the worksheet (usually there are no more than two or three pages) and searches until he finds the key words, such as C.P.R. The sentence in the book will often say, "The coming of the C.P.R. ....." so the student will generally be looking for a similar sentence pattern in the question and in the textbook.

Step three: The student writes the answer sentence from textbook onto notebook page. (Which makes continued social interaction easier; the research being concerned less with thinking and more with looking for key words.) Example: The coming of the C.P.R. made it possible for people to come West easily and quickly. Or, Question: Who was Clifford Sifton? Answer: Clifford Sifton was Minister of the Interior for the government of Prime Minister Laurier.
(John's Social Studies Notebook)

For each question there might be up to a paragraph of writing in which there would be many information facts that could be used for an answer. Students might then have slightly different answers depending upon which particular parts they chose to copy down.

I brought up this question in an interview with Mrs. C. From her point of view this was a benefit.

> Yes, it's finding, (answers) but that's not all bad, believe it or not, because these kids could not even find..... I feel I've really accomplished something where now they can look at something

> and find where the answers are - whether they understand it or not. Now, that sounds terrible, but it is a skill of skimming and finding. Because before they would just put anything down. It might be about Saturday night, what they did. Totally unrelated, just to get something down, to fill in, not just in Social.
>
> (Teacher Interview Session)

Processing Facts to Make General Statements

Once the students had collected the facts in their notebooks there would be a class lesson where such facts were synthesized to make general statements. This same procedure would also take place with information collected from students' own experiences. The following extracts were from journal notes:

1:55 p.m.	(Mrs. C introduces the unit.)
Mrs. C:	Who has moved house. Moved from one part of Canada to another?
Mary:	From Nova Scotia to Edmonton.
Craig:	Ontario.
Tony:	Leduc.
Martin:	Grand Falls, Newfoundland.
Jane:	Vancouver.
Mrs. C:	What changes did you see. Think.
Long:	Vietnam.
Sam:	Germany.
Nick:	England.
Melanie:	England.
Jane:	It's cold in Edmonton, warm in B.C.
Mrs. C:	You had to change, adjust to climate. How did you adjust? What to do?
Jane:	Had to buy mittens and scarves.

Mary: In Nova Scotia it was warm. In winter it was damp. Here it's dry. There's no beaches here. I fed the seagulls and clam picked.

(Mrs. C writes, Climate, Changes, Landscape on board)

Mrs. C: What do you do now?

Mary: I walk my dog, now I have a pet.

Craig: Not many forests in southern Ontario, but there are now. So I go around and find animals. There were none in southern Ontario.

Melanie: People speak different.

Mrs. C: Language. Long what adjustment did you make in language?

Long: I had to learn English.

(Mrs. C writes, Language and Shelter on board)

Craig: Had different houses.

Nick: Everyday in England there were ice-cream vans.

Mrs. C: Customs are different. (Writes Customs on board)
(Journal Notes, January 31st)

1:05 p.m. (Mrs. C deals with answer to questions on research cards)

Mrs. C: Why was it a good place to settle?

Alice: It had good soil.

Long: There was lots of it.

Mrs. C: Why was the railroad important?

Jane: It could carry beef and grain.

Mrs. C: What does C.P.R. stand for?

Long: Canadian Pacific Railway.

Mrs. C: How did the presence of the mounties make Alberta a better place to live?

Martin: They brought law and order.

Ray: They can protect people.

Mrs. C: Who was Clifford Sifton?

Tonya: Clifford Sifton was the Minister of the Interior for the government of Prime Minister Laurier.

Mrs. C: He was a man in charge of the government. What was a homestead?

John: A homestead was a piece of land made up of 160 acres.

Mrs. C: How could a person own a homestead?

Diana: File a claim and pay ten dollars.

Sam: You had to work the soil.

Cam: For three years.

Jane: Live on the land for part of the three years and work the soil.

Mrs. C: So you had to do three things. From which countries did people come? (Different students supply a list of countries from the textbook) What hardships did these people face?

Tess: Life was hard. They were lonely and the winters were cold.

Mrs. C: Anymore?

Mary: ..... in the summer hailstones destroy their crops.

(Tonya puts up her hand and rephrases the same answer)

Long: The people were lonely and they had to work hard.

Alice: They faced long hours of work and .....

Mrs. C: (interjects) That's the same answer. Now, why would you have come?

Jane: Because the advertisements looked like a good life.

Stuart: Yes, because the soil was nice for farming.

Mary: Yes, because the advertisements said everything was there.

Mrs. C: How many said no?

Norma: Because the advertisements weren't right and so I wouldn't go.

Alice: I wouldn't like to have cold winters.

Tonya: Because I like Alberta and I like the advertisements.

Sara: Yes, I think Alberta is the best place for a home.

Ryan: Yes, I would come because of the beautiful pictures.

Mrs. C: OK, look at Card B. Where was the picture taken?

(The title says London, England)

Martin: I think this picture was taken in Canada.

Hamil: In Alberta. (The picture shows central London in the 1880's with a big advert for Canada)

Alice: I think it was taken downtown in Edmonton.

Mrs. C: It says it was London, England.

Teri: But it says Canada on it!

Mrs. C: What does the large sign say about Canada?

Melanie: Canada. Free homes for millions. God bless the Royal Family.

Mrs. C: Who is the Queen of England?

Diana: Elizabeth.

Mrs. C: Who is her husband? ..... Prince .....

Tony: Charming! (Laughter)

Mrs. C: Why was Canada advertized this way?

Cam: They wanted them to come because of the land to farm.

Tonya: So people will come.

Jane: They wanted people to come and settle there.

Mrs. C: Why are all the people milling about?

Hamil: Waiting for the train.

Ryan: They are milling for the speech.

Mrs. C: Possible. Have you ever seen a sign that says, 'Free'? .....So why are people milling?

Long: They are waiting to file homestead.

Mary: They are milling about the sign, 'land for people'.

Mrs. C: What do they want?

Tony: They want a homestead.

Mrs. C: How was the display made attractive?

Long: It was made of flowers.

Mrs. C: Did people believe the advertising? How many said, yes? ($\frac{1}{2}$ class put up hands) How could you check?

Stuart: By reading.

Mrs. C: Where would you look?

Tony: Read the files to say who.

1:45 p.m. (Bell rings for recess)

(Journal Notes, February 16th)

1:35 p.m. (Mrs. C puts on the board. What do we know about Western Canada during this time period?)

Mrs. C: What was it like out here?

Craig: You had to start from scratch.

Ryan: There was law and order.

Mrs. C: What else?

Alice: Like the hail ruined their crops and the winter was hard and they didn't know that.

Norma: There were no trees, it was just bare land.

Alice: They showed the boy running and playing and the girl riding. They didn't show people working.

(Mrs. C writes on the board: There were no existing farms. The C.P.R. was out West. There were no developed roads.)

(Journal Notes, February 28th)

Mrs. C: What jobs did women do in the past?

Melanie: Quilting, spinning, weaving.

Norma: Cooking over a fire or on a metal stove.

Jane: Getting spices.

Mrs. C: What jobs do women do today?

Sam: Secretary.

Diana: Cook.

Marion: Bookkeeper.

John: Nurse.

Stuart: My mom used to make jackets.

Mrs. C: What jobs do they do in the home?

(Students produce a list. Mrs. C elicits the idea that some roles of men have changed since settler times. She also tries to get the response that men do some women's jobs today - but in the end she gives them the statement. Mrs. C ends with the idea that there are changed roles in life because of the times we live in - again she provides these statements.)

(Journal Notes, March 9th)

1:15 p.m. (Mrs. C is going to bring together the major issues concerning changes to lifestyle brought up in the unit.)

Mrs. C: I want you to finish your good copy of the newspaper report for homework tonight.

(Writes on the board: How Did the Settlers Meet and Adjust to New and Challenging Conditions?)

I want you to put on your thinking cap. What it was like where they came from, what it was like where they came to, and what they had to do to live out West. (Shows pictures of European cities around 1880's) They were civilized. I want you to think about the question on the board. If they couldn't change and adjust to the new life what happened to them?

Joe: They died.

Mrs. C: How did the different settlers handle the new life? What did some families do?

Ryan: They asked their neighbors for help.

Mrs. C: (Writes on board #1. Worked together, helped each other, cooperated.) What else?

Joe: They had to plant food.

Mrs. C: Supposing they didn't know how to?

Marion: They could ask.

Mrs. C: They had to learn new skills. (Writes #2. Had to learn new skills.) What else did they do?

Cam: They had to build new houses.

Mrs. C: (Writes #3. They had to change their way of doing things.)

Anything else? Think about the kids and what toys they had?

Martin: They had to make them.

Mrs. C: (Writes #4. They improvised. She goes on to explain this improvisation in men and women's work.) What else?

Alice: Some of them couldn't take it and went home.

Mrs. C: (Writes #5. Some returned to their homes.) Supposing everyone had gone home?

Stuart: There wouldn't be anyone here today.

Mrs. C: What lesson can we learn from the settlers?

Long: Help each other.

Hamil: Don't be a scaredy-cat.

Craig: Don't give up.

Mrs. C: Don't give up, and help each other.

Joe: We could learn how to play the games they did.

Marvin: We could have people help each other make toys.

Paul: You could learn how to make hockey sticks.

Mrs. C: So what you could do is ..... im.....

Martin: Imper....., improvise.

(Journal Notes, April 5th)

After this particular class I sat back and thought about how Mrs. C provided the processing of specific statements into general ideas: Thoughts on the Session: When the unit was being 'rounded off' by the teacher the students were asked to supply 'answers' to two major issues.

1. In what ways did the settlers adjust to new and challenging conditions?
2. How can we learn from their experiences?

Mrs. C set the scene for these issues and sought answers. The students were (for #1) giving specific situation answers. It was Mrs. C who did the processing (analyzing and synthesizing) to come up with general

statements that concerned the issue. When the students were asked to use (#1) solutions for (#2) situations, again there were situation-specific facts which again Mrs. C 'processed' to resolve the issue (see notes). Just how much of the 'processing' is understood by the students? Can they use the specific situations and transfer to other situations? (Find out in next interview sessions)

> The curriculum asks/expects that certain issues are discussed and some conclusions drawn. (Find out what Mrs. C thinks about this.) In the 'values' and 'knowledge' objectives of the 4B unit some form of final statement is expected, in terms generated and understood by the students. How many final statements are teacher's interpretations of children's specific responses? How many students really understand the final solutions and responses that they are asked to write in their notebooks?
> (Journal Notes, April 5th)

Filling in the Blanks

There is a limited amount of information that can be imparted to the students in the time allotment given to each unit of social studies in the academic year. Informational blanks have to be filled in by the students themselves. Sources used to fill in blanks may be textbooks, pictures, teacher, parents, friends, T.V., movies, or, off the top of their heads. Before continuing with the question of students processing information to make general statements we will digress and look at how some students filled in the informational blanks.

In an interview with Alice I questioned her about her role as a settler woman coming out to Alberta from Scotland. I extended the role-play situation and asked her more general questions:

Interviewer: How did you get from Scotland to Edmonton?

Alice: Well, like over the oceans we'd probably take a ship or something like that. And then on land, we'd rent a ..... we'd buy a wagon at a flea market or something like that.

. . . . . .

Interviewer: Whereabouts were you supposed to be?

Alice: Very close to Edmonton.

Interviewer: So how long would it be before there were streets and a school and church?

Alice: A hundred years 'cos Mrs. C said go back 100 years. Well it wouldn't be exact a 100 years but very close.

. . . . . .

Interviewer: What do you think your boys would have done when they grew up?

Alice: Well, my 18 year old would probably ..... he seems to like magic, he'd probably make up magic. My 16 year old would probably want to be a scientist, my 14 year old would probably want to be a lawyer. And my 12 year old, he doesn't know yet.

Alice also wrote a newspaper article for a 'Pioneer Times' newspaper.

CAR

In England the Rolls-Royce has been invented. June 14th, 1892. The car is red and black and it rides smoothly. Don't think the inventor, Sir MacKantash is rich because he isn't. Just because of this new car the queen insisted there should be a party. At the party four Rolls-Royces will be given away free. The Rolls-Royce will be coming round the world for everyone to view. It costs $12.00. Now that's a lot of money but this car is better than a horse and wagon. It has brakes, horn and a hood. This is your world news reporter Alice F.

(Article in Student Newspaper)

During my conversations with Martin and Tony (who were in the same settler role-play as Alice) I pressed for a little more information.

Interviewer: You were what part?

Tony: A 16 year old boy.

Interviewer: What would you have been doing?

Tony: Aaagh ..... fighting and riding skidoos, and complaining.

Interviewer: What was the problem you had to face?

Tony: The fire, that's a hardship.

Martin: I forgot to build the fireguard.

Tony: She (Alice) goes like this, "Theres a fire, well no wonder, you forgot to build the fireguard."

Martin: I go wow! Well no wonder a fire started.

Interviewer: How did it end?

Martin: We were busy eating weiners and green pineapples.

Tony: (Laughs) Green pineapples! We were supposed to have pineapples. I goes, "It's green!" and she goes, "No, it's not, it's yellow!"

Interviewer: What other problems?

Martin: Buffalo.

Tony: Indians.

Interviewer: What problems?

Martin: They'd ram your wagon and maybe frighten your horses.

Tony: Food problems, and we'd also have Indians shooting at us. (Makes a gun sound) It would be hard to get food so we'd have to kill buffalo, a whole bunch.

Interviewer: But were there any buffalo left?

Tony: Not many, but some.

Martin: One or two or three.

. . . . . .

John's 'blank filling' usually relied on what was happening on 'Little House on the Prairie'.

Interviewer: Do men do different jobs now than they did in those days?

John: Ye. In those days they didn't have jobs. 'Cept jobs on the farm like digging wells, like for other people. Mr. Engels (T.V.) is always doing jobs for everybody just to get money to pay his bill. And, oh, this part was funny. They said Mr. Engels smelled like a hog. He cleans up horses. And Laura goes and runs home and Nelly says (inaudible) ..... and then the other teacher, Miss Beadle thought it had something to do with her. The next time they bugged Laura she goes, "Take that back Nelly Olsen." She says, "I won't." "You better take that back." She walks up and punches her on the nose.

Interviewer: Did the women work in the house?

John: Not when they had to pay the rent. They both worked outside. And Mary got this silver dollar from helping this old lady. And she finished one whole dress. And Mrs. Engels was working on the field!

(Student Interview Session)

. . . . . .

The class newspaper about pioneer times provided opportunities for students to fill in informational blanks:

> After the blizzard the snow started melting. When the snow melted there was a flood in Calgary. It was so big that it covered some houses and people..... Some got skidoos and got to the high land but it was hard because the ice is breaking.
>
> (Long's Newspaper Article)

> The Prime Minister's wife is having a baby so there will be no meeting for 2 months. Two weeks after she gets it there will be a big party and it will be at the Royal Hall House and if you wish you can bring some food along. There will be a room for the children to play. See you there on October, 15, 1882.
>
> (Sam's Newspaper Article)

The Process: Applying Information From the Past to Present Situations

Mrs. C said that she, "didn't think they could apply it (past to present). I was amazed at what they could come up with about the past - but I don't think they would apply it to their lives - just as I don't think I'd apply things I'd read to my life." This was borne out when I questioned my key informants. I generally asked them to consider the ways the settlers coped with changes (discussed in class and listed in notebooks) and any help these might be in helping them face changes. Teri's reply was, "Well, kids can't, ... kids can do ..... I don't know!!" Tonya simply pondered a while and then said, "I don't know." Cam let it dwell for a while, "I might do some things I don't know", "The same things they did", "Ah, ... oh ....." but no final answer! Martin greeted my question with a long silence. Tony inferred I was a little naive. "No! Everythings different!" It was Alice who actually made the cognitive

leap and said, "Learn new skills, face the differences ... Because whatever the differences are they are probably going to last a long time."

In conversation with Mrs. C I mentioned the class lessons where she had been trying to get information from them, that they had researched, in order to write sentences on the board that could then go into their notebooks. I didn't mention changing their statements to make general statements, but Mrs. C did.

> No, I probably shouldn't be changing it. (Their answers) I should be making them explain themselves so that they can be understood, but for the sake of time I end up doing that. But I think I should be making them speak in such a way that they could communicate with one another. Maybe they could if we didn't always do it for them. Maybe it's a bad habit of teachers.

I asked her if she thought the 'teacher sentences' that she puts on the board make the same sense to them?

> We've put it in our terms. Or rather, I put it in the terms that I think the class will understand. Perhaps we should be trying harder to get them to communicate, to get that out of them. And yet no matter who says it it's not going to be in the other student's terms; they are still translating it from someone else. Maybe they should be making their own notes instead of my translation on the board? The only problem with that is maybe only half of them will have anything.

I also asked about the students' seeming inability to generalize from specifics. Mrs. C agreed this was the case and explained, "..... and maybe that's a developmental thing, not being able to generalize from specifics?"

The curriculum guide for the grade four topic B, in the 'skill objectives' section states, "E. Formulate generalizations about changes over time in ways of using human resources for work and leisure" (Social Studies Curriculum Guide, 1981, p. 31). In the grade four class

involved in this study such an objective appeared impossible to achieve.

SOCIAL ISSUES

The reemphasizing of the 'issues' component of social studies was based on a growing general consensus that students needed help to deal with social reality.(Ledgerwood, 1970). Each unit, at each grade level, would be organized around a general value issue and related social issues and competing values. In 1981 there was a major thrust made by the Alberta Department of Education and the E.P.S.B. to provide all teachers with at least two full days inservicing on this new approach. The students of Sunvale school had been the recipients of this new orientation for at least the last two grades. (Conversations with the grade 3 and grade 2 teachers bore this out.) A question arose regarding the relevancy of social issues and the 'reality' of these issues in the student's mind.

Relevancy and the 'Real World' of T.V.

There is an old song, somewhat of a 'standard' now, which is entitled 'Happiness Is'. The chorus line runs something like this: Happiness is ... different things to different people, that's what happiness is. Perhaps 'Social Reality' is the same? Perhaps we don't all share the same social reality? Perhaps this is of no consequence - unless this disparity crops up in a classroom where the curriculum planners' idea and the teachers' idea differs from that of the students.

1:30 p.m. (Mrs. C reads a story called 'The Visitor' from a booklet called Settling the West. The booklet is part of a kit by the same name which is flexible enough to be used in grade three, four or five social studies. This particular story ends with an Indian visiting the home when only the two girls, aged 12 and 14, and their baby brother are at home. The girls 'do as mother would do', though a little frightened. They let him into the house and feed him. He strokes the baby and leaves.)

Mrs. C: How did they treat the Indian?

Stuart: They fed him.

Mrs. C: What if a stranger came to the door today?

Craig: I'd lock the door.

Mrs. C: Is it wise to let strangers in?

Voices: No!

Mrs. C: Now I'm going to give you an incident to role-play. (Class awakens with aaaghs! and oohs! at the mention of role-playing) What if someone were lying on the street and you came by, what would you do?

Paul: I'd go for help.

Marion: I'd go for my parents and they'd phone the police.

(Mrs. C hands out everyday 'stranger meets children' scenarios for which students must produce an ending. These are all taken from the Student Values Booklet in the Settling the West Kit.)

Alice: Is it happening now or back then?

Mrs. C: It's now, and remember, you must have an ending. (Mrs. C sorts out groups and sends them away to rehearse.)

(Journal Notes, March 7th)

I decided to follow one group out into the hallway where I hoped it would be easier to tape their rehearsal.

(Alice, Sam and Tony are given a situation where a stranger phones a house in which a young girl is at home without her parents. The group must provide an ending to this situation.)

Alice: (Reads off the card) A man phones and asks to speak to my mother. I reply and tell him she is not at home.

Tony: You have to have two people.

Sam: What am I going to do?

Tony: You'll have to be the father, we never see him.(Laughs)

Sam: I answer the phone. I'm in the shower.

Alice: It's the father.

Sam: I'm not going to be the father.

Alice: And Mrs. C didn't give us any ending. We have to come up with an ending!

Tony: Oh, OK, well .....

Sam: OK, Tony, you go over there and phone.

Alice: We can't act out.

Sam: OK, phone.

Tony: Brrring, brrring.

Alice: Ye, you can be the brother (to Sam). Phone, phone!

Sam: I'm watching T.V.

Tony: What's your phone number?

Alice: I don't know!

Sam: 462-1212.

Alice: OK, OK, (Tony pretends to phone) Hello.

Tony: Is your mother home?

Alice: No.

Tony: Is your father home?

Alice: No. Now what do you reply? What am I going to say?

Sam: He's in the shower taking a bath!

Alice: No. I'll say ..... What do I usually say when someone phones? He's on the phone! No ..... He's taking a bath (Laughs). Well, what do you say? (to Tony) (Mrs. C walks through) Mrs. C you didn't give us an ending and only two of us can act this out.

Mrs. C: You have to decide the parts and the ending.

Alice: You can be his partner.

Sam: I don't want to be his partner.

Mrs. C: Do you want just two of you to do it?

Alice: No, we want all three of us.

Sam: But we can't all do it.

Mrs. C: What if he's at home with you? He's your brother.

Alice: OK. And ye, you don't ask about my brother. OK, I'll say.....

Sam: Mother and Father have gone shopping.

Alice: Ye, but he'll pretend, he'll pretend.

Tony: You're her big, ten foot, teenage brother!

Alice: Ten foot! I'm only in grade five. OK, phone. Let's try it again.

Tony: Brrring!

Sam: What am I doing?

Alice: You're reading or something. Hello.

Tony: Is your mother home?

Alice: No she isn't.

Tony: Is your father home?

Alice: Agh, just hold on a minute. (Goes to Sam) Someone's asking for father. Mother's gone out.

Sam: (Takes phone) Hellooo! Yes.

Tony: Is your father home?

Sam: Who's speaking?

Tony: Me.

Sam: Me who?

Tony: Don't ask silly questions.

Sam: Well we won't tell you if you don't tell us your name.

Tony: What's your address?

Sam: Not telling.

Alice: No, tell him, tell him! Say 42nd Street.

Sam: 4256th Street.

Alice: Did he hang up? Oh great! You told him our address. You remember what Mother said!

Sam: Oh, get off!

Alice: Lock all the windows and make sure the doors are shut!

Tony: (Makes motor-car sound) Well, that's the driveway. Wait, I forgot to ask which house it was.

Alice: No, no, the address tells the house. Because the numbers on the house tell which side of the road it is. I'm scared, what will we do?

Tony: Ding, ding.

Sam: Who's there?

Alice: OK, we locked all the doors and the windows. He pulls up. What else do we do?

Sam: Shoot him!

Alice: No, we'll just have to pretend we are our Father and Mother.

Tony: Put her on your shoulder!

Alice: OK, I'm dressed up as mother.

Tony: You have to say on stage that you're dressing up, OK? Ding, dong.

Alice: Heloooo! (High voice)

Tony: Where's your children?

Alice: They aren't home. They went out bicycle riding.

Tony: You're pretty short for parents.

Alice: OK, that's OK. You should see our huge children.

Tony: I can imagine your children. Must have got the wrong address, bye.

Alice: OK (closes door). We did it! We did it!

Sam: Aaggh!

Alice: OK. We'll say that's the end.

Sam: OK.

Alice: Let's try it again, OK?

(Role-play Rehearsal, March 7th)

The rehearsal groups met together in the classroom for the presentations.

Group one: Parents away. No one must enter the house. A man knocks and says he is an uncle of their mother's from another city. They let him in. He gives presents to girls (12 and 14 years) and then takes out a gun. Says, "Stick 'em up, get your coats on!" Norma kicks gun out of his hand and grabs it. Says, "Now you stick 'em up!" End of scene.

Mrs. C: What else could happen?

Alice: Tell him to come back later. (4 or 5 other answers suggest running away, passing presents through door, or hitting him with something.)

Group two: (Taped rehearsal)

Group three: Driver of a truck offers to give boys a ride home. He tells them he knows their dad. They talk to him. They go in the truck to his house. He pushes them into a cellar. They read he is wanted by the police. They escape through a small window.

Group four: Man in car stops and asks for directions. He asks them to come closer. They say they can't go any closer and they walk away.

Group five: Same scene as last group. Students follow same course.

Group six: Playing in a park. Strange lady calls out the name of one child. Says her mother is sick and she'll take her home. They get in the car. As they drive she turns to shoot them and they dive out the doors. They call the 'cops' who give chase and there is a shoot-out.

(Mrs. C looks concerned about outcomes but doesn't say anything.)

(The bell rings. All the students leave the room noisily going over scenarios for strangers and how they would deal with them.)

Tony: Show them being killed!

Mrs. C: OK, grade four, role-playing is over!

(After class Mrs. C talks of her concern about the kinds of solutions and says she will take it up at the beginning of the next class.)

(Journal Notes, March 7th)

1:00 p.m.

Mrs. C: OK, last day we were role-playing how we would treat a stranger. Then we also looked at how the girls in the story treated a stranger. How should we act to strangers?

Voice: We have to be careful.

Mrs. C: It surprised me that you let the strangers in or went in their car. What's the best thing to do?

Craig: Keep away from them.

Mrs. C: I've talked to a policeman and he told me about a boy who was taken to Calgary and a man did bad things to him before the man let him go. How old do you think he was?

Voices: "9", "11", "13"

Mrs. C: No, 18 years old. So please don't think you will be able to do anything clever yourself.

(Journal Notes, March 9th)

After these sessions I made sure that the next round of interviews with my key informants broached this topic, and just how safe it was for children today.

'Strangers' and Grade Four Students

Alice's View:

I discussed the question of 'strangers' with Alice and asked her about the particular role-play she was in.

Alice: I made up the part where we dress up as the parents. We all made bits up.

Interviewer: Do you think that would work?

Alice: You mean real? No, probably not. Not unless we had high heels and then slippers.

Interviewer: You think you could fool the man?

Alice: Ye, like if we were a little older, if we were like say about 18, then we put on all this make-up and wore real high heels, I think it would work.

. . . . . .

I moved on to question her about some of the other situations she had watched.

Interviewer: In Norma's role-play what happened?

Alice: They had sort of a scramble and the gun flew and she

went and grabbed it.

Interviewer: Do you think that would be possible?

Alice: Not really. I don't think a kid that young could get such a thing without the man killing her. Like there could be a scramble but I think the man would have shot her.

. . . . . .

I brought the questions around to her own life and 'stranger' situations.

Interviewer: Supposing a stranger did come and you were alone at home, what would you do?

Alice: Well, I'd go downstairs where nobody could see me. I'd go behind the wood. Because upstairs, we've done it once before. These people came and we knew them but we were sorta, we didn't really wanta see them. My mother was sick, we were scared, so we hid in this little part. They were walking around and they didn't see us. They rang the doorbell and rang the doorbell, and rang the doorbell, and still they didn't see us or anything.

Interviewer: Have you ever heard of anything in real life where a man's phoned someone?

Alice: Yes, well not like that, but it happened to my mother and me. My mother like ..... we were home. We went out and closed the curtains and when we got back the curtains were open! And my mother cleaned one day and the next day we found a big ball of fluff and stones all over the rug.

Interviewer: What do you think happened?

Alice: We think someone has been following us too. 'Cos this year and last year people have been following us, going to places. We think somebody's trying to play games on us 'cos they didn't take anything.

Interviewer: Would you be a little frightened? (If someone came to the house.)

Alice: Oh yes, no matter what I'm frightened. I've stayed home before just for a half-hour, and I don't know how I do this but upstairs just freaks me out! I have to be downstairs watching T.V. There's only four little windows and it still makes me scared. When my mother gets home I say, "Hello Mum", and I don't look because if nobody answers I go and take a peek 'cos I'm scared it might be somebody else.

Interviewer: What should you do if a stranger knocks?

Alice: The other day a policeman came to Guides and I think I got the message of what he said. This is what I'd do. I'd turn off the T.V. I'd make the whole place dark. I wouldn't make it look like anyone was home. I'd hide in this little kitchen part, there's a corner, because nobody no matter what window upstairs you go, nobody could see you there.

Cam's View:

We spoke about one particular role-play situation and Cam's view of safety for children today:

Cam: Nick pulled a gun on Norma and Norma kicked it out of his hands. She picked it up and then Nick took off.

Interviewer: Do you think Norma could do that?

Cam: It depends if she's fast and if she acts the right way.

Interviewer: Supposing a stranger came into your house, what would you do?

Cam: ..... I'd yell out Dad! Mum! I'd kick him where it counts! Yacckk! Then I'd kick the gun away and take it.

. . . . . .

Interviewer: Is it safer now or back in settler times?

Cam: Well, there wasn't that many bad things happening. While here there's robberies. There's everything out here now.

Tonya's View:

Tonya: But there's one thing you should know. If somebody is pretending to lay down and they look hurt and that, all you have to do is go to a block parent or something and ask for help. 'Cos you never know, he might have a weapon or something.

Martin's View:

Martin: Well me and my sister were in. These two men they rang the doorbell and we looked out and we seen them, so we turned off all the lights before they could see us turning them off and we went downstairs. We didn't answer the door. We checked later and they had gone.

Interviewer: What would you do if a stranger came in and tried to get you?

Martin: I'd scream. I'd try to get away. My brother taught me how to Kung Fu and that, so I'd knock him out.

Interviewer: Do you think that would work?

Martin: Ma ybe.

Interviewer: Do you think it's safer now for children or in settler times?

Martin: I think it was safer then because now there's so many big cities and stuff and there's lots of bad people.

Teri's View:

Interviewer: What did you do when someone came to your door?

Teri: I asked who it is, and their address and phone number, and if they were a relative to my relatives. And they said ..... they said there was one ..... but my uncle he put a little hole (in the door) and you can see through the door, but it wasn't any of my relatives.

Interviewer: So what happened?

Teri: I ran through the house, locked all the windows and doors, phoned my mum. They went away.

Interviewer: Do you think it's safer now or in settler times?

Teri: Safer then 'cos there were hardly any murder people or asking questions people, or anything like that. But nowadays probably the whole world there are some, most of the people in the world are murdering and everything else.

Tony's View:

Interviewer: What would you have done if someone were facing you with a gun?

Tony: Well, I wouldn't just stand there. If I had something in my hand I'd throw it at him, anything. I'd get something, a knife or something.

Interviewer: Would you be frightened?

Tony: Not really. There's things I could do. Like there's a secret passage which is mostly hidden. Like I could lock one half and sneak through the bit only I can sneak through. Or lock myself in the bathroom.

. . . . . .

Tony: It was safer in those days (settler times) 'cos you don't have a guy with very big guns and they didn't have knives and they didn't have lasers, and you know, that kind of stuff.

John's View:

Interviewer: If a stranger got into the house what would you do?

John: Take a chair and throw it at him.

Interviewer: What do you think you'd really do?

John: That's what I would really do.

Interviewer: Then what would you do?

John: I'd lock myself. Then I'd run upstairs and get a pair of shoes on, get on a jacket. Go downstairs and shut the door and climb out the window downstairs. I'd break the window.

Interviewer: Do you think it's safer now or safer in settler times?

John: Safer then because you didn't have much money and who would want to rob you? 'Cept the Olsens. They're the richest people in the world.

Interviewer: Who are the Olsen's?

John: Nelly Olsen and Mr. Olsen and Mrs. Olsen (Ah! a T.V. show) There ..... Mrs. Olson goes, "Oh, oh how pretty" (imitates voice) Then when they leave they go, "Disgusting!"

The student's views were so at odds with what I believed to be <u>the</u> social reality, that I probed further to ascertain just why these strangers wanted them.

<u>Strangers Want Me ..... Because!</u>

(Extracts taken from third round interviews.)

Diana's View:

Interviewer: Why didn't you go in his car?

Diana: Because we're afraid of him.

Interviewer: Why?

Diana: He might have taken us to his place.

Interviewer: And then what?

Diana: I don't know, just keep us there.

Interviewer: Why do men and women take boys and girls?

Diana: To get more money.

Interviewer: From?

Diana: Their parents.

Interviewer: Do they do anything else?

Diana: I don't know.

Alice's View:

Interviewer: What do you think the man wanted?

Alice: (long silence) I wouldn't have a clue! He probably just wanted information or just to get us frightened. Just to make us worry a lot. Maybe he would just take something that meant a lot to us like a teddy bear that we've had for years, or a collection or something. Just to make us mad or worried.

. . . . . .

Interviewer: Why did the man want to get into them?

Alice: I wouldn't have a clue for that one.

Interviewer: In the film 'Red Light, Green Light' why are you supposed to stay away from 'Red Light' people?

Alice: They're dangerous. They want to get something from you like ..... They want to get information out of you. They just want you, you never know, some things are different. Some people want to kill you 'cos they don't like you. Some want to worry you a lot. Some want information and things out of you.

Cam's View:

Interviewer: Why do men and women try and get you?

Cam: Just to take you somewhere else.

Interviewer: What for?

Cam: Throw us in the ocean. They could do anything.

Interviewer: Why might they want you?

Cam: Maybe for ..... what's that called ..... oh! ..... I forgot what it's called. Like, let's say I was a bad guy

and I've got a kid and there was a mum and dad and I had a gun pointing at him. I forgot what that means ..... witness, that's it. They'd keep me as a witness, so if the cops came you could use me. (I think it was 'hostage' that he meant.)

Tonya's View:

Tonya: Well, sometimes they (the strangers) want their own kids and sometimes they're kidnappers.

Interviewer: So they would want to do what with you?

Tonya: Well, if they're kidnappers they can do anything, and if they wanted children they would go on the streets.

Martin's View:

Interviewer: What if someone offered to buy you some candy?

Martin: I wouldn't take it 'cos I saw this show and this man gave a little girl some candy and it was poisoned.

Interviewer: Why do these people want children?

Martin: To kidnap them, try to get their phone number.

Interviewer: Why?

Martin: They want to find out stuff about their parents or something.

Interviewer: Would they do anything else?

Martin: Well, they might try to kill you.

Teri's View:

Interviewer: What do people want you for?

Teri: Probably murder you, or .....

Interviewer: Why do they try to get you?

Teri: Maybe to murder us, or kidnap up, or steal anything.

Interviewer: Why do they pick up children in cars?

Teri: Probably to take us and give us some gas and take us to their home and force us to tell them everything.

Interviewer: What kinds of things?

Teri: Who's your mum and dad. What's your phone number and your address. What's your name.

Tony's View:

Interviewer: Why do they want boys and girls?

Tony: Ransom! To get money, ransom money. And sometimes they just do it for the hell of it. Some are drunk and some are doing it just to get ransom.

Interviewer: Why do they pick young children?

Tony: Well they're not as strong and they don't have as much ideas. They don't know what to do.

Interviewer: Will it still happen in the future?

Tony: Yes, why not, the ransom gets bigger and bigger.

Interviewer: How do they know people can pay?

Tony: They don't know. They'd get a loan from the bank. They'd just make your father go and get a loan from the bank.

John's View:

John: All it was is that I was the driver (in his role-play) and kidnapped these kids and put them in a closet. And they say a stupid window is up at the top and guess what? They climb out. That is so dumb!

Interviewer: That wasn't possible?

John: No! A window would not be in the closet.

Interviewer: Would they go with the man?

John: No! Because the same thing happened to me. This lady and man drove up to me in a black Datsun and they stopped by me and said, "Wanna come in and have some candy?" I said, "No, no!" 'Cos I know that sometimes they put poison in candy and sometimes they kidnap you.

Interviewer: What kinds of things do they want you for?

John: I don't know.

Interviewer: Why would they want you?

John: I don't know! (Getting impatient)

In the light of all the films shown at school, parental warnings and teacher's warnings it seemed strange that the social reality of the messages we transmitted as adults were not the ones picked up by the

students.

Edco and Coop

Prior to my entry into the class in January I had met the two people who were responsible for the Drama-in-Curriculum project operating in the schools. They had stated their belief that the use of drama and role-playing could make social studies come alive, and make social issues more real. A few weeks before I spoke to any of the grade four students they had spent a series of three lessons (one hour each) role-playing and discussing an issue involving competing values in land use. The students had formed two groups; Edco, the commercial company that wanted the land for industry; and Coop, the farmers group determined to keep the land for farming. The role-playing involved the conflict and attempts to resolve it. The 'values' for both groups was explored and the role-play ended in a stalemate with neither group winning.

In some of the interviews with my key informants they had brought up this topic and said how much they enjoyed it. Subsequently I tried to discover just how much of the 'issue' had been perceived by them. (Four weeks later.)

Alice's recollections were,

> Oh yes. In social studies we were pretending we were Coop and Edco. Edco wanted this certain piece of land and wanted to dig for mining and then we'd come back and make it useful. We didn't see their maps. We had an argument. I really enjoyed it.

I asked her how it ended but she couldn't remember.

John remembered the situation and said that he had just done whatever he liked because he was a miner. He said that it was all about trying to get coal from the people of Edco, and they were trying to get

energy from the coal. The other people had wanted to cross over their land but they didn't let them. There was a bridge going under the river and their equipment wouldn't fit under the bridge. He said that he mined for coal and took it back to Edco. Although some people spoke, "I didn't say a word! I stood in the crowd." He wasn't sure how it had ended or what had taken place.

Tonya explained it this way, "Well, it was like you were fighting over property and there was Edco and Crocus Coop. I was in Crocus Coop and other people were in Edco and we were fighting about which land we should have and that." I asked how it resolved itself and she said, ".... Oh ..... We just left it, probably in the middle of it."

Cam's recollections were less clear.

> I was Coop, no Edco.. Well, it was like work. We were rich and they were sorta .....and we didn't have that much money either.....and we were asking them. We were buying land because we had more money than they did. Then they came peeking in our windows. We were just pretending there was something round us but there wasn't. It was fun. They bought some land and we knew about it and we wanted to cross their land. They wanted to cross our land because their equipment can't go across the river. So they want part of our land to get round the bridge and round the river.

I asked him if they'd managed to get it sorted out? "Well, the end was ..... when time was up!"

Martin said he had been in a play about the land and all that stuff. He was supposed to be a friendly dealer buying up land that they'd paid extra money for. He had belonged to Crocus Coop. They were to have gone over to Edco and asked them something but they sent someone to sneak over and listen. They discovered Edco was buying land and mining coal on it. He thought it was fun because you could say whatever you

wanted to say and you didn't have to practice. He couldn't remember how it finished.

Teri did remember the lead up to the end.

> We were the people of the Coop and these Edco people started buying the land that we were going to put our grain on. And they were mining people and we tried to get them off, but they wouldn't get off and we bargained. If they can cross our land we can cross their land. We tried that but they wouldn't take it. They wouldn't put the grass back together. So, we went to this person. Mrs. C was the judge or whatever (P.M. of Alberta) and she had to catch a plane so we couldn't end it.

In an interview with Mrs. C she expressed quite definite views about the issues component.

Mrs. C: What would I put into social if it was left to me? What would I take out of it. I'd take out the whole issue approach.

Interviewer: You don't like the issues orientation?

Mrs. C: I don't really think the kids care about them. But maybe that's my own weakness.

Interviewer: Do you see the class you have now being tuned into the issues component?

Mrs. C: No, I can see some things. I've had some luck when you take ..... say land, and they can look around out here in Millwoods and they can see, yes, there's farmland being gobbled up. I've had good discussions with kids on that. They'd be some kids that would say, "Yup, we should control it," others would say, "Well we need to have our homes." They can relate to that ... I can make that relevant because they know.

Interviewer: So you don't mind operating in an issues style?

Mrs. C: No, not if the situation arises that it fits. But the issue for an issue for itself ..... I'm not sure about that. I find they have trouble, like the homesteaders and change. OK, they can talk about change and how it's related to them, and how they've had to move, make new friends. They can identify with that. But they have a lot of trouble tying that in with the homesteaders. Some of the swifter kids maybe can. Perhaps I'm getting a very biased view

too because the last few years ..... the top grade fours had been in a split, so I've had the lower fours.

Interviewer: Is there any level where you think issues are relevant?

Mrs. C: I think if it's something they are really interested in and concerned about. But even so they just ..... They don't think like adults do of ..... a ..... like even when they did the computer. I think I found the questionnaire responses from parents far more interesting than they did. The only issues they are interested in is if something is going to immediately affect them. Like, should our playground have condominiums built up on it or should it be left open to playground - immediate to them.

Interviewer: Do you think there's a point where kids do get into this issues for issues sake?

Mrs. C: Well, I don't have contact with older kids, but I just remember myself as a kid. It was around grade nine, high school, that I got very issue conscious and social conscious, rights and wrongs. Those were the times of Martin Luther King, the marches. Maybe it was the age that I grew up in too, but I remember definitely having arguments with kids on issues. Current event issues seemed very relevant then. I don't remember anything before that .....

I'm not against issues, within the units. But to have that overall issue to keep coming back to and relate what you have been doing back to it - they just don't relate it.
(Teacher Interview Session)

Teenagers

The question of issues, and social reality in particular, emerged in an interesting manner when I asked my key informants about today's teenagers. Alice had mentioned that they swore, stayed out late and didn't behave well. John thought they only thought about sex and love! Tony laughed and wouldn't answer at first, then he said, "Oh! this is only my thoughts, dates and that stuff!" Towards the end of an interview with Teri and Tonya I asked about teenagers and they both giggled.

Interviewer: What kinds of things do teenage girls do?

Teri: Swear, smoke (laughs). I don't know. (Laughs)

Interviewer: What else? How would you act? (Both giggle) What kinds of things would you be doing Tonya?

Tonya: I never would smoke!

Interviewer: What would you do for fun?

(Silence, Teri whispers and both start to laugh)

Interviewer: Eh?

Tonya: She's coming up with something! (Both laugh)

Interviewer: What are you thinking of Teri? (Both giggle again)

Tonya: I know what she's thinking of! (Giggles)

Interviewer: What?

Tonya: Things!

Interviewer: Like what?

Tonya: I'm not saying! Stupid things! (Both laugh)

Teri: .....never be allowed! (To Tonya)

Interviewer: What wouldn't?

Teri: Never mind!

Tonya: She's going to go red.

Interviewer: Is it something teenage girls do?

Teri: ..... and boys! Crazy! (Both laugh)

Interviewer: Well, perhaps we can get a chance to talk about it next time.

(Both girls get up and walk back to class. Tonya moves ahead but Teri stays by me. When Tonya is out of hearing she speaks quietly to me.)

Teri: Well, it's on pay T.V. I see it, and it's interesting!
(Student Interview Session)

So what was real for these students? Paul knew. When I asked him how he knew if he was sounding and acting like a settler man would talk, he replied, "Well, because I usually ..... we watch T.V. a lot and we know. We hear what they say."

IT'S NOT 'INTERESTING': A GRADE FOUR DEFINITION

There was unanimous agreement from my key informants (and the other students who I interviewed later) that the three R's of social studies (or any subject) were not 'interesting' - reading, research and 'riting were just not enjoyed. There was also unanimous agreement that the fourth 'R' of social studies provided all the fun, interest and enjoyment - role-playing was a definite success.

Alice enjoyed the role-playing, "I love the acting." She didn't enjoy, "Copying notes off the board." And, "I don't like learning about central Alberta and northern Alberta, and it just seems so boring." (This 4A topic was predominantly based on the Young Canada Readers and worksheet units that go with them.) Teri, with more brevity, said she liked, "The role-playing" and disliked, "The questions." John expanded on this, "Ooh ..... wow, we have these questions to do. We have to write down the questions and write down the answers." In the settlers unit the least interesting part was, "Those cards we had to do." (Research cards for use with the textbook.) Diana admitted that the reason she didn't like social studies was because of, "All the writing we have to do." Tonya made the same point, "I don't like answering questions." Tony believed that the only good part was, "Just the role-playing." The part he didn't like was, "The stories. And I didn't exactly like finding out what they did and how they did it and all the rest of the stuff." Asked to be more specific he said, "It's just these files and files of nothing, piles and piles of notes."

Melanie's comments were typical of the other students that I interviewed at the end of the unit. "Role-playing" was in, "You have to write all these notes," was out! At the beginning of this particular social studies unit I had had the opportunity to talk to each student in

the class. We spoke about all the subjects on the curriculum. Generally 'feelings' about subjects fell into three broad categories; subjects enjoyed, subjects put up with, subjects disliked. Social studies hovered between the latter two for the majority of the class. Since most of the social studies units in division two are quite heavily 'worksheet-textbook-research' based, this not 'interesting' could be a constant and ever escalating problem area for students and teachers.

SUMMATION: THE EMERGENT PICTURE - A PARTICULAR PERSPECTIVE

To reiterate some of the thoughts presented at the beginning of this chapter; it was hoped that the situational picture presented here has 'shown' some aspects of social reality in a grade four class as opposed to merely 'telling' about them. The main objective was to present a 'written picture' based predominantly upon the verbatim statements of the actors involved.

Here were a group of boys and girls, engaged in being grade four students doing social studies. For four months they had accepted me as part of that life; not teacher, not student, not authority figure, not snooper - just someone who had expressed an interest to be with them and be a part of their class.

My final impression was of a group of nine-year-olds being nine-year-olds; sometimes quiet, sometimes depressed, but predominantly happily and cheerfully being themselves. These 'selves' had developed the facility for doing social studies and continuing to do their own thing, albeit within the confines of the class atmosphere established by the teacher. Unit 4B in social studies would come, be done, and go; and

their own social interactions would continue unimpeded by its presence or its passing.

Their time would continue to be filled by the same basic ingredients of 'play', which consisted of: actually playing; thinking about playing; playing games; indulging in make-believe; reading about make-believe; and, watching make-believe on the T.V. or movies.

When role-playing was introduced in social studies it was eagerly accepted because it had always been a part of their own time. Their play constantly involved 'playing parts' and this extension into the school curriculum was just a bonus. 'So let's enjoy the pretending to be settlers, adults, teenagers, people of the future. And, let's not get too uptight about trying to "be" the role, let's enjoy the situation for its own sake'. When situations called for them to be 'mum', 'dad', 'son', 'wife', 'husband', then this too was excitement - even though, "I hate girls!" The new, sometimes ambivalent, feelings concerning sexual relationships were part and parcel of their lives in and out of the classroom. Again, to have this exciting dimension brought into social studies was another bonus. Alice and Martin were not 'being' a settler husband and wife, Alice and Martin were playing at, and with, the idea of the husband and wife relationship, period.

Thoughts about the past and the future invariably came from a nine-year-old perspective. The powerful 'nine-year-old present' would not be excluded when young minds had to project backward or forward in time. 'We are not in the future so how do we know? We were not in the past, so how can we really say? We are now, here in the immediate, and it's the "here" that will provide the source of any speculative thinking backward or forward.' The future was eagerly awaited, for the future too was brought to them right now through the media. So, it was computers

and robots, period; they would provide the panacea for life's ills, ailments, wants and needs.

What of the past? The past didn't really 'live', it lay in the text-books and teacher's notes. Its authenticity was whatever they brought 'alive' in their minds from whatever source they choose. Their 'pictures' of the past, therefore, contained blends of the real and the make-believe. Thinking about their own thinking was a complex and difficult task, often avoided by saying 'I don't know'. There were very few occasions where the children took specific facts and made a general statement. Even rarer were the occasions where a child used knowledge of the past and applied it to a present day situation. And didn't they all agree that the facts they were asked to research, the notes they were asked to take, and the thought processes they were asked to go through, were all just not interesting, not liked, not enjoyed.

What then of social issues? The social reality the unit expected them to grasp - what relevancy? Well, it depended. If it didn't come within their sphere of experience then it didn't impinge upon their reality. If it was something they had experienced, (perhaps vicariously through adventure story or the media), then it did have an impact. But, let us be careful, for the impact upon their social reality may not have been based upon the real-life, experiential 'reality' of the adult; more than likely it would have been based on the vicariously experienced 'reality' of the nine-year-old.

These are the images that kept floating through my mind when I looked back over the time I spent with the children in Mrs. C's class. Children who were, at first, just names to which I had to attach a face and who are now real people with real personalities living in their real world.

Did a composite grade four student emerge? I don't believe one did. I do believe this picture shows a number of particular student characteristics, varying in degree, forming a continuum on which the students in this study could be placed. The major element to emerge for this writer was the various blendings of fantasy and reality that helped form the basis of the students' thinking. None of the students were immune. This ranged from the more covert blend, as illustrated by Alice and Cam, through to the more overt as illustrated by Tony and John. For all of them, their particular 'competencies'; "Those practices of understanding the world that allow the child to encounter a setting and to explore and organize knowledge of it and others," (Silvers, 1975) were all colored to different extents by their own understanding of social reality.

The sources from which this social reality were built are many. Parents, teachers and curriculum made up one part. Books, comics, games, movies and T.V. made up another part - this part being particularly powerful and persuasive in terms of student thinking. A third element, perhaps the most influential of all, was the social milieu they had developed as a group - synergistically formed, so that the total reality was more than the sum of the parts brought to it by each individual. Within this created social reality each student 'breathed in' the atmosphere. Like the non-smoker in the roomful of smokers, he or she imbibed what was there virtually ensuring that there would be a shared (to varying degrees) 'understanding' of life.

The task of the next chapter was to look carefully at these shared grade four competencies and to suggest possible implications of these student 'understandings' for the social studies curriculum.

VI. A REFLECTIVE STANCE

It has been the main contention of this writer that one's research orientation must be compatible with one's own philosophical orientation towards research. As Werner (1980) stated; making sense of a particular program requires viewing it from more than one perspective. The previous chapter evolved from a purely situational perspective. In order for the researcher to 'know' the event (grade four students working on topic 4B) it was essential to be a part of that event. This 'situational knowing' provides the substantive data from which a 'critically-reflective' perspective developed (Aoki, 1979).

Any consideration of implications for curriculum requires more than comparing what was 'found' in the classroom with what was expected from the curriculum. Such an exercise is a necessary part of this chapter, but it is also necessary to consider <u>why</u> differences may occur as well as <u>what</u> differences occur. Only by attempting to understand the causes for any disparity between the intended curriculum and the curriculum in action can there be any understanding of the whole situation.

CURRICULUM IMPLICATIONS

The situational picture of the curriculum in action was presented in the last chapter together with 'pictures' of grade four children. The summation of that chapter provided an overview of the more salient features. In this writer's mind there were images of grade four students working and playing together through the course of the grade four curriculum. In chapter four of this thesis the intended curriculum overview for the particular unit of study was presented. The student competencies uncovered by this research, and their possible conflict

with the intended curriculum posed questions to be considered in this section.

The situation - specific nature of this case study and the particular parameters that were set, provide for the reader a picture of particular actors in a particular event. Implications for social studies teaching and learning in general must rely upon the reader to make such generalizations to the population at large. Prior to posing the questions below, this researcher would again refer to the work of Kaplan, Stake and Stephens. Kaplan's (1964) 'identifications' which link particulars with general laws; Stake's (1980) 'naturalistic generalizations' drawn from the specific data; and Stephen's (1982) 'vertical generalizations' which derive from a particular study, all indicate the power of the 'particular' in making statements about the 'general'.

One: What may be the relationship between the students' understanding of a topic and the students' written assignments on that topic?

One of the main points to bear in mind concerns the teaching and learning strategies used to develop the curriculum. Social studies units are usually quite prescriptive, and heavily descriptive, in terms of the particular strategies to be used at each stage of a unit. The gathering and organizing data component of the social inquiry model, at the division two level, places great emphasis upon student research. For example; the Young Canada Readers Series, and the accompanying work units, prescribe a research style that requires the student to turn to a particular page or pages, find specific answers to specific questions, and write the answer in their notebooks. Where individual or group research time is provided for students, to be followed by an assignment or a discussion, it would be well to consider just how much attention and thinking goes into that research. This study would suggest that

student research time was shared with student social interaction time, and that the results of such research might have required little in the way of 'thinking'. Answers in notebooks may have had little meaning to the students. Post research discussion should do more than draw these researched answers from them, it should ascertain what understanding there is. If such research is the foundation upon which general statements, generalizations, and application to other situations is to be made, then it behoves the teacher to discover just how much is in the students' minds as well as in their notebooks.

Two: How may the students non-curricula activities affect their understanding of the social studies curriculum?

It is also important to keep in mind the amount of time students spend in non-curricula activities, and to consider how such 'time' may affect the social studies process the curriculum wishes to develop. Research in this study would indicate that television and spin-off play has a powerful effect on students' thinking and occupies much of their time. Those students with less exposure to television spent most of their time with students who did watch a lot of television; this 'breathing in' of T.V. thinking leaves no-one untouched. Elkind (1981) stated, "What I think must be said is that television is not just a great force in modern life, but that it virtually is modern life" (p. 74). Postman (1980) went further and made the case for television as a competing curriculum. "We simply define a curriculum as a specially constructed information system whose purpose, in its totality, is to influence, teach, train, or cultivate the mind and character of our youth. By this definition, television and school not only have curriculums but are curriculums; that is, they are total learning systems" (p. 49). Developing this line of reasoning further he went on to say:

> ... the school curriculum includes a content or subject matter selected, in principle, for its significant cultural or intellectual value. But its content may or may not be of interest to the student... moreover there is also a social and occupational basis to the compulsions of the school ... television curriculum requires no such external controls. Television is an attention - centered curriculum ... Unlike the school, which selects its subject matter first and then tries to devise methods to attract interest in it, television first selects ways to attract interest, allowing content to be shaped accordingly ... in the first instance, attention is subservient to content, and, in the second, content is wholly subservient to attention ... the T.V. curriculum does its work in analogic symbols which appeal directly to emotional and largely unreflective responses, while the school curriculum, relying heavily on digital symbolism, requires sophisticated cognitive processing (Postman, 1980, p. 51).

If the T.V. curriculum is as powerful as Postman believes, (and the situational data in this thesis would confirm this) then it has serious implications for a social studies curriculum whose main thrust is through an issues approach to social reality. The outcome, in terms of what is social reality for a nine-year-old, may be the formulation of a 'reality' far removed from the one envisioned by the curriculum. Postman builds a persuasive case for this 'T.V. reality':

> On the one side, therefore, there is always an historical presence with its mirror image, the future. On the other (T.V.) there is only an overpowering present. On one side there is the ideal of reason; on the other there is the ideal of authenticity of feeling ...
>
> The new media are more than extensions of our senses. They are ultimately metaphors for life itself, directing us to search for time-compressed experience, short term relationships, present-orientated accomplishment, simple and immediate solutions. Thus, the teaching of the media curriculum must lead inevitably to a disbelief in long-term planning, in deferred

> gratification, in the relevance of tradition, and in the need for confronting complexity .....
>
> The T.V. curriculum, we must remember, stresses the fragmented and discrete nature of events, and indeed is structurally unable to organize them into coherent themes or principles. This fact must inevitably contribute to the undermining of a sense of history, as well. Like science, history requires a belief in connectedness - the assumption that there are explanatory principles which account for social change or human conflict or intellectual growth.....
>
> Life, then, becomes a stylized, edited media event, and it is not inconceivable that in the 'completeness' of our immersion in media, we come to prefer media-life to reality itself ..... If we now multiply by a factor of ten the opportunities for experiencing life at a distance, life through the filter of a technological symbolic system, we can get some idea of the extent to which media may now be serving as a surrogate for reality, and a preferred one at that ..... (Postman, 1980, pp. 76-84).

The words of Mrs. C, the grade four teacher, come to mind when one considers Postman's position. "I think the future ..... I think that they are so influenced by the movies and T.V. shows that that's their impression of the future. Some producer's or editor's impression of the future. That's their impression."

When students are asked to think about settler times, consider life today, or speculate about the future, one must be aware that they do not have the same depth to their real-life, experiential data bank as do adults. Miller (1977) pointed out, " ..... there is an essential difference between the two: the adult has a vast backlog of real-life experiences; the child does not ..... The young child's life experiences are limited ..... His subsequent real-life activities will stir memories of television experiences, not, as for the adult watcher, the other way around..... For him real events will always carry subtle echoes of the

television world" (p. 9).

The 'him' of Miller's rationale fitted John (a key informant) perfectly. All of the interviews with him provided examples of this drifting between 'reality' and 'T.V. reality'. When the grade fours in this study were asked about the relative 'safeness' of life today as compared to life in the past, without exception they all believed that there was more danger, more violence, more 'bad' people around today. Miller (1977) produced results of an interesting study into this life-view:

> A study by Gerbner and Gross asked heavy television viewers and light television viewers certain questions about the real world ..... For example, the subjects were asked to guess their own chances of encountering violence in any given week. They were given the possible answers of 50-50, 10-1, and 100-1. The actual statistical chances are about 100-1, but heavy television viewers consistently chose the answers 50-50, or 10-1, reflecting the 'reality' of the television programs where violence prevails. The light viewers chose the right answer far more consistently (pp. 69-70).

In this thesis the grade four students had particular views on; safety today, why strangers want us, how to take care of ourselves, and how computers and robots will take care of our future. On what basis was this social reality formed; a real understanding, or vicarious experience?

Three: How useful may role-playing be as an empathizing technique?

When one considers the use of role-playing in social studies it is important to be keenly aware of possible pitfalls. More may be lost than gained by expecting all role-playing to be an empathizing experience with the roles being played.

Role-playing situations and rehearsals presented in this thesis indicated that the event was enjoyable in itself, for itself, at that instant in time. Silvers (1975) came to a similar conclusion after many hours of observation and discussion with children about play. He believed that often 'play' as an end in itself was the key feature of many of the children's activities. Not play for a purpose, or heading in a particular direction, but for its own sake.

Role-playing that involves personal relationships may also be enjoyed and understood more for its present benefit. Research in this thesis indicated that role-playing benefited the students own stirrings to cope with feelings for the opposite sex more so than any feelings of empathy with the characters role-played. Postman pointed out the serious side of role-playing:

> Role-playing, in the nontrivial meaning of the phrase, is a process of assuming the style, the outlook, the attitudes, and therefore in essence the language of someone we are not but whom we aspire to be. There is nothing phony about role-playing. It is the principal means by which we may refine and extend our intelligence. Through role-playing we may also shrivel our intelligence, everything depending on whom we have chosen to imitate. Role-playing, therefore, is always serious business in the context of education (Postman, 1980, p. 169).

The role one plays and the context of the social reality in which the child 'sees' that character, may not provide the benefits the curriculum unit expects. "The image to keep in mind for this age-group (7-11) is Peter Pan, who wanted to assume some adult responsibilities ..... but did not really want to grow up..... Children want to play at being grown up but they really don't want adults to take them too seriously" (Postman, 1980, p. 189).

Four: What reasons might there be for the students lack of interest in social studies?

The research style presented in the social studies units was not appreciated by the students. Reading to make notes was not 'interesting'. Perhaps one reason for this is that reading and writing, as opposed to watching T.V., requires complex thinking processes that they would prefer to avoid.

In Miller's view (1977), "T.V. is a one-way transaction that requires the taking in of particular sensory material in a particular way, no matter what the material might be. There is, indeed, no other experience in a child's life that permits quite so much intake while demanding so little outflow" (p. 4). Miller believed that this in turn made reading an arduous task for the child,

> Because reading demands complex mental manipulations, a reader is required to concentrate far more than a television viewer ..... It seems more likely that ..... a predisposition toward "openness" (which may be understood to mean the opposite of focal concentration), acquired through years and years of television viewing, has influenced adversely viewer's ability to concentrate, to read, to write clearly" (p. 51).

In asking the students to 'process' the historical facts they have researched, whether to make generalizations or apply information from the past to make decisions for the present or future, one may be fighting a developmentally uphill battle. Elkind (1981) said,

> Much of our thinking is also symbolic, so that although children think, it is not until adolescence and the appearance of formal operations that young people think about thinking. ..... Thinking about their own and other people's thinking is a unique achievement of adolescent mental operations (p. 111).

Five: How valid might a social issues approach to social studies be that deals with issues outside the students own personal experience?

It is at this very point that many think students are being pushed too hard. Miller made the point already that children do not have sufficient 'real-life' experiences to draw from in order to give valid opinions, or provide valid thinking, on some issues (p. 9). Elkind presented a quote from Johann Schiller, "Deeper meaning resides in the fairy tales told to me in my childhood than the truth that is taught by life" (p. 82). He continued by considering children's literature today, "The new literature for young children pressures them to grow up fast intellectually - to know more about the poor, the disabled, the sick, and the emotionally troubled. But young children, as Bettelheim has pointed out, have their own personal agenda, a need to make sense out of their own lives before they can fully appreciate the predicaments of others."

Elkind is also of the opinion that social issues are being foisted upon children when they are not ready for them:

> And it is very much within this context of a changing society, economy and family and value structure that we must view our new-found propensity for hurrying children to grow up fast ..... One possibility, of course, is that in a time of straightened economic circumstances, we are reappropriating the medieval view of seeing children only as miniature adults ready to enter the workforce (p. 25).
>
> The pressure to teach subject matter at ever earlier ages will be illustrated in this chapter by what has happened with sex education. But it could be equally well demonstrated with subjects such as values clarification or social problem solving (p. 48).
>
> ..... even young children seem quite sophisticated about the major issues of our time - drugs, violence, crime, divorce, single parenting, inflation, and so on ..... But exposure is one thing and understanding is another ..... Making

> experiences more accessible does not make them more comprehensible ..... But children who sound, behave and look like adults still feel and think like children (p. 77).
>
> Young children pushed to be made aware of the whole range of society's ills may not have much opportunity or chance to find themselves. This is the major stress of the literature of young children aimed at making them aware of the problems of the world about them before they have a chance to master the problems of childhood (p. 84).

The grade four students in this study were being asked to consider future lifestyles, present day 'problems' with strangers and the hardships of the past; these were issues brought into a life that consisted predominantly of immediate play and make-believe. The experiential understanding required to deal with the issues involved in these situations to have any real meaning, seemed far removed from the reality of the students' day to day living.

Summation

Educators, whether curriculum planners or teachers, should be aware of the main points developed from this thesis.

One: There should be an awareness that the media (and T.V. in particular) do provide a 'curriculum' that often times competes with the school curriculum. There should be cognizance of the style of operation of the other 'curriculum' and how this might be used to enhance the school curriculum, or, how its style might detract from the curriculum for the school.

Two: There should be an awareness of the difficulty faced by many students in attempting the complex mental skills of generalizing and applying generalizations. Both the objectives presented in the Social Studies Curriculum for elementary grades, and the proposed instructional objectives (see Appendix F) that the E.P.S.B. believe

attainable by the end of grade six, must be assessed carefully in the light of what can realistically be attained.

Three: Time must be allowed for the students to do their own 'growing up'. If there is no place for this in the present social studies curriculum then teachers should at least be aware that 'issues' may not be as relevant to their students as they may be to themselves, or appear to be from the curriculum.

Four: Perhaps most importantly, fantasy and make-believe should be accepted and usefully employed in more than just the creative writing component of language arts. It will enter into social studies, whether or not it is written into the curriculum. Elkind would advocate allowing for a fantasy dimension beyond elementary school.

> ..... it is important for young people to have imaginative and fantasy outlets. Adolescents, no less than children, need fantasy in order to deal with feelings and emotions that are not always clearly articulated ..... But fantasy, no less than realism, is psychologically healthy ..... Adults, no less than children, need fantasy as well as reality (p. 85).

Singer (1973) made a similar plea. "It appears important to support and encourage imaginative behavior in the general population and in the schools. Trends in early training in realism, which are so marked in recent years, may have to be reversed" (p. 182). Quoting from his own and the research and observations of others he suggests that,

> The work of Gottlieb as well as my own observations and conversations with children between the ages of nine and thirteen indicate that there is a considerable continuing interest in make-believe activities and fantasy games which is largely suppressed (p. 245).

In a doctoral dissertation completed at the University of Alberta, Boorman (1980) asked that the child's imagination should be fostered and nurtured throughout the elementary grades (p. 6).

If student competencies, concerning social reality in particular, have, as an inherent component a mixture of what we as adults perceive as fantasy and make-believe, then a better understanding of these competencies must be developed. Social issues, solutions, and thinking about social issues, can only be as valid as the social reality on which they are founded. This writer does believe that 'issues' are a necessary and important part of social studies. The fact that an issues approach has been mandated by the Alberta Department of Education for students from grades one to twelve shows that the department too believes this component to be important. School boards, such as the E.P.S.B., who have spent time, staff expertise, and money on inservicing teachers in this new approach now have an economic interest in its success. However, if this thesis is to be credited with any degree of validity, more needs to be known about the competencies of the students as they work through an issues orientated curriculum.

CONCLUSIONS

Two of the leading experts in the field of children's thinking, who have devoted the greater part of their academic lives to its investigation, are Piaget and Vigotsky. Though they deal with the same phenomenon they approach it from slightly different perspectives.

Vigotsky (1962) has investigated the development of spontaneous and non-spontaneous social science concepts in children, and their implications for child development and instruction. Vigotsky disagreed

somewhat with Piaget, believing that children don't necessarily move from held, spontaneous concepts to acquired, non-spontaneous concepts in a steady progression, but that there was far more interactional activity between the two. He stated:

> He (Piaget) fails to see the interaction between the two kinds of concepts and the bonds that unite them into a total system of concepts in the course of the child's intellectual development ..... But if his views on the nature of non-spontaneous concepts were correct, it would follow that such an important factor in the socialization of thought as school learning is unrelated to the inner developmental processes (p. 85).
>
> ..... The development of the child's spontaneous concepts proceeds upward, and the development of his scientific concepts downward, to a more elementary and concrete level ..... The inception of a spontaneous concept can usually be traced to a face to face meeting with a concrete situation (or T.V.) while a scientific concept involves from the first a 'medicated' attitude towards its object (p. 108).

The inclusion of T.V. into this slot, which this writer believes is equally as valid as a 'concrete face to face situation', (especially for children, in the light of Postman's and Elkind's arguments for a T.V. reality) has important implications.

If social science concepts are a non-spontaneous, developmental reality and if some spontaneous concepts can be built up on a mixture of fantasy and reality, then interaction between the two might be producing concepts about social reality which are not what curriculum designers, or anyone else, had in mind.

If the above argument is valid then some drastically new thinking might be required in terms of the metaphors we presently employ in education. Most views of education and schooling seem to reflect two

distinct metaphors:

The Factory System: This metaphor views students as objects on a production line. What emerges at one end is the sum of the parts which are fed in and pieced together as the students pass along the assembly line. This fits nicely with the 'Empty Bucket' metaphor - the student's thinking is formed by what's put in.

The Gardening Metaphor: In this metaphor students are individually nurtured. The end result in each case may not be the same. Basic nutrients are supplied, but children take them in at different rates and to different degrees, so we have individual differences. As the good gardener cares for his plants, so each child is given different amounts of nutrients at different rates depending upon his or her perceived needs.

However divergent these metaphors appear to be they would seem to operate from particular, almost a priori, beliefs: Number one supposes a tabula rasa that is etched upon. Number two recognizes individual differences and the problems of the correct dosage of nutrients for each individual. However, it still presupposes that each plant (student) is genetically predisposed to exhibit certain known characteristics based on its known composition.

There might, however, be another possibility. The children who one attempts to 'process' or 'nurture' may be starting their education from an unknown experiential base. Students whose 'reality' is built up on a mish-mash of T.V. induced fantasy and make-believe are not the known or blank entities of the first two metaphors. Perhaps a third metaphor is viable; a Man-Made Chemicals Metaphor, where educators must work with unknown components that have yet to be determined and their side-effects yet to be discovered. David Elkind and Niel Postman posit such a state of affairs and this writer believes it merits further

consideration.

METHODOLOGY: A LOOK BACK

It was the belief of this researcher that a situational-interpretive approach to understanding children 'doing social studies' had an epistemological strength that was lacking in the technical-scientific paradigm. When a researcher seeks to 'make sense' of an event, he must decide which 'way of knowing' (figure 2) will provide the reader with the most authentic picture of that event.

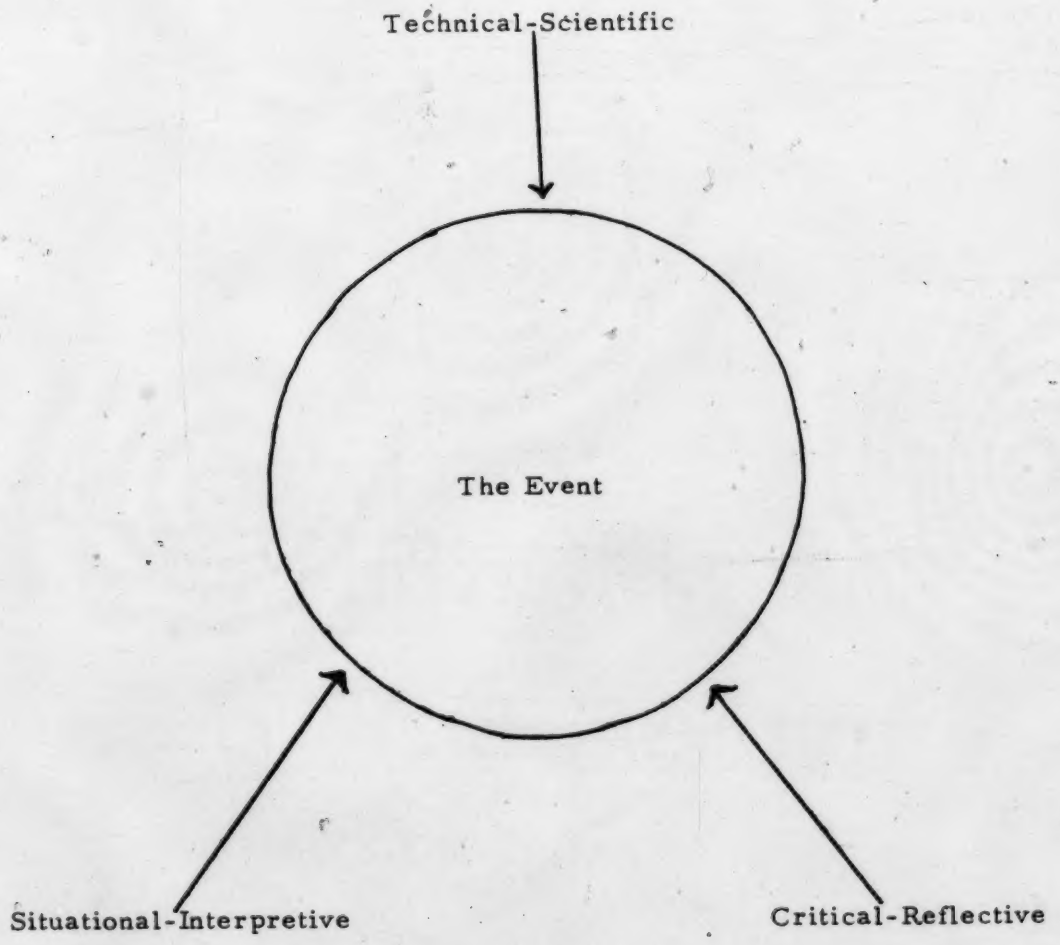
The intention of this particular research was to 'shed light' upon student competencies - 'held' understandings of nine-year-old children in a grade four social studies class. This was a 'search' to discover their views, their thoughts, their understandings as they worked through a social studies unit. The research tools used, therefore, had to be carefully chosen; it was essential that the research methods fitted the situation and not the situation reshaped to fit the research methods. Kaplan (1964) provided intended researchers with two amusing, yet serious, warnings. Referring to 'The Principle of the Drunkard's Search' he stated, "There is the story of a drunkard searching under a street lamp for his house key, which he had dropped some distance away. Asked why he didn't look where he had dropped it, he replied, 'It's lighter here!'"(p.). Concerning the use made of particular research tools he presented 'The Law of the Instrument', "Give a small boy a hammer and he will find that everything he encounters needs pounding!" (p.

It was this researcher's belief that the participant-observation approach to this particular research had 'illuminated' the event from

Figure 2

WAYS OF KNOWING

Technical Knowing, Situational Knowing, Critical Knowing.



within, rather than shone a flashlight in from the outside. The 'understandings' that have been generated came from the 'light' produced and grounded in the event and not from narrow beams of light emanating from outside. Robinson (1974) called for,

> An understanding of classrooms as they are to the children, teachers and parents for whom they are a pressing reality. This understanding is not tapped by a questionnaire, elicited by an hours interview or captured on a sociometric chart, but may be reached through the persistent observation and shared analysis of the events as they happen (p. 263).

The major emphasis of this case study has been the attempt to gain a better understanding of the childrens' competencies as they worked through a social studies unit. This researcher was aware of the importance of the teacher's perspective in this area and how her 'instructional' curriculum would have influenced the childrens' 'experienced' curriculum. Notwithstanding the above limitation, the emergent picture of childrens' competencies was not compromised by the emphasis upon the children themselves. The interactive component is a necessary and important part of research but it was not within the scope of this thesis. This case study was aimed at childrens' 'held' as opposed to 'acquired' understanding.

While an approach such as the one used in this case study can provide a greater understanding of the specific and the particular than could be provided by a 'scientific' approach, it is but one part of a tri-paradigmatic approach. 'Making sense' of programs does require the complimentary use of all three paradigms (see figure two) if research is to build a knowledge base from which educational practice can benefit. The situational-interpretive paradigm into which this study fits is an essential part of the development of a new outlook on general instructional

theory. This researcher agrees with Snow when he stated that if instructional theory is to be developed at all, it must be local - i.e., specific to particular subject matter, groups of students, and situations - as well as time-limited (see Shaver, 1979, p. 39).

Finally, after some four months in the classroom, this researcher believed it was possible to say, "I know something about the childrens' thinking that I did not know prior to this research." Furthermore, "That which I know I could only have discovered by utilizing a situational-interpretive approach." However, if knowing, like beauty, is in the eye of the beholder, then the final onus must rest with the reader.

RECOMMENDATIONS FOR FURTHER RESEARCH

One: An initial step would be to encompass a broader cross-section of the grade four population by conducting similar studies in different geographic areas and including all grade four ability levels.

Two: If this research is a fair indication of the situational scene at a grade four level then what developments and thinking are there to be found at a younger age level? Case studies in division one classes would help set the grade four picture in context.

Three: By the same thinking one should have a picture of the situation beyond grade four. Are there similarities to be found in the later elementary years and beyond? At what point do similarities cease?

Four: The utilization of a technical perspective would perhaps add another dimension of understanding to the situation. The development of a sensitive instrument that could supplement the situational dimension and provide a system-wide or province-wide coverage

would be valuable.

Five: A deeper penetration into the childrens' world, into their reality and the competencies they use. This deeper penetration is of utmost importance if the journey into the childrens' world enables us to return with a better understanding that will be of benefit to us all.

Six: Research into the interrelationships of the 'instructional', 'operational', and 'experienced' curriculums and their effect on childrens' competencies is a vital area for future research.

When I was a child,
I spake as a child, I understood as a child,
I thought as a child;
but when
I became a man,
I put away childish things.

Whatever the case, the journey back over the 'border' still has to be made. It becomes more imperative each day. The child is still the father to the man, and we need to know ourselves.

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APPENDICES

N.B.: Each interview schedule evolved from understandings and observations developed as the fieldwork progressed, as did the areas of inquiry in each schedule.

APPENDIX A

TEACHER INTERVIEW SCHEDULE. MRS. C

Areas of Inquiry

1. Teacher biography: History, background, interests, beliefs.
2. School subjects: Strengths, weaknesses, likes, dislikes, priorities.
3. Social Studies: Time allotment, views on issues and values, student interest, competency.

APPENDIX B

FIRST GROUP INTERVIEW SCHEDULE

Areas of Inquiry

1. Past: How much leisure time did people have?

   Men, Women, Children.

   Reasons for amount of time?

   What did they do?

2. Present: Should we use our leisure time as they did in the past?

   Reasons for and against?

   How do you use your leisure time?

   What's important to you about leisure time?

   Could it be used in a different way?

   Speculate - How might you have used your leisure time in the pioneer era?

3. Future: Will there be more or less leisure time in the future?

   Why?

   What type of leisure activities might there be?

   Will such activities be useful and worthwhile?

   Why?

SECOND GROUP INTERVIEW SCHEDULE

Area of Inquiry

Role-playing: How do you prepare to do a role play?

What's involved in practice sessions?

Do you think about how you will be the character you role-play?

Do you ever feel you know what it's like to be the character?

What do you like about role-playing?

What makes it a special way of acting?

APPENDIX C

STUDENT INTERVIEW SCHEDULE - SESSION ONE

Areas of Inquiry

1. General Impressions: School interests, subjects liked and disliked, high points of interest in past and present activities, subjects in which they considered themselves good or bad.

2. Outside School: Leisure, games, T.V., family background, family history.

STUDENT INTERVIEW SCHEDULE - SESSION TWO

Areas of Inquiry

1. Pioneers: How would they have reacted to the same hardships?

   Reactions to travel?

   Reactions from mother, father, and children's perspectives.

   Adjustment - what did it mean?

   Dangers faced by the pioneers?

   Feelings about role-playing particular characters?

   Speculations about life for the pioneers after the settlement period.

STUDENT INTERVIEW SCHEDULE - SESSION THREE

Areas of Inquiry

1. Settlers: How did they react to strangers?

   How do we react to strangers today?

   Reasons for differences.

2. Strangers: Parts role-played.

   Relate the problem and the solution.

   Was the solution real to them?

   Feasibility of solutions.

   'Safeness' in pioneer times and now.

   Why do people want to get young children?

STUDENT INTERVIEW SCHEDULE - SESSION FOUR

Areas of Inquiry

1. Role-playing: Differences between life in the past, present and future. Reasons.

2. Lifestyles: Comparing and contrasting life in pioneer times and life now. Student preferences and reasons.

   Did the pioneer lady enjoy her childhood?

3. The Future: Jobs for them, preparation.

   Computers, robots and buttons - what happens?

STUDENT INTERVIEW SCHEDULE - SESSION FIVE

Areas of Inquiry

1. Education:	Schools of the past - teachers, students, atmosphere, games, leisure.
	Schools today - differences from the past.
	Schools of the future - speculations and reasoning.
2. Personal Relationships:	The Box Social - thoughts and feelings.
	The Square-Dance - thoughts and feelings.

STUDENT INTERVIEW SCHEDULE - SESSION SIX

Areas of Inquiry

1. Past:
   - What was life like for men, women, children?
   - Did they have much leisure time?
   - What changes did they make in their lives in order to live out West?
2. Present:
   - Can we learn anything from the pioneers about coping with change?
   - What changes have students faced?
   - How do they cope with new situations?
3. Future:
   - Speculate on life for them when they are adults.
   - Work versus leisure time.
   - How would they plan out their time?
4. Role-playing:
   - Their thoughts on 'role-playing', 'playacting', 'being' and 'pretending'.
   - How do they tackle a role-playing situation?

APPENDIX D

January 14, 1983

Dear Parents/Guardians,

I am involved in educational research at the University of Alberta. I have obtained permission from the Superintendent of the E.P.S.B. and the Principal of Sunvale School to conduct a research project in Mrs. Pam C's classroom.

Mrs. C has said she would be happy to cooperate with me in this research and I am now writing to ask your permission to both formally and informally speak with your child as part of my research. My main interest is with the social studies programs used in the schools. I want to find out what meaning social studies has for students and what understanding they have of the programs. I believe such information is very important since new programs have recently been started in our schools.

Any conversations with your child will be treated in the strictest confidence by myself, and research information will not refer to any particular student but will be kept completely anonymous. I shall be in Mrs. C's class during social studies lessons for a number of weeks, observing and talking to as many students as possible. If you have any further questions concerning my research you can contact me at Sunvale School or at the University of Alberta (432-2286).

Yours truly,

Terry Whitney

.....

I give _____ my permission to be interviewed in connection with the social studies research.

_____
Signature of Parent/Guardian

SAMPLE OF LETTER TO PARENTS

Dear Mr. & Mrs. _____, (Check if one or both)

Since January of this year I have had the opportunity of spending time in Mrs. C's class watching them working on a unit in social studies. I have also had the pleasure of talking to _____ on a weekly basis in an attempt to discover just what kind of thinking goes on at a grade four level about social studies.

I expect to complete my fieldwork by the end of April but prior to that time I would really appreciate the opportunity of talking to you about _____'s interests and activities at home, and how you feel about his/her schooling. This would be a very informal conversation which would take no more than fifteen minutes. I could arrange to drop by your house whenever it's convenient, or I could see you at Sunvale School.

Any conversation or information collected would be treated in the strictest confidence. Any information used in my report would be only with your consent and anonymously presented. No real names will be used anywhere in my report.

I realize that this is one more extra imposition on your time and it might not be acceptable or convenient. However, if it is possible, would you please send this letter back indicating a time and place that is suitable to you and I will phone you and verify it.

Yours sincerely,

Terry Whitney

N.B. Letters to parents were handwritten individually. I wanted to indicate the personal desire to see each parent. Parents responded 100% and all arranged interview times at school or at their homes.

PARENTS INTERVIEW SCHEDULE

Areas of Inquiry

1. School: Is school mentioned at home?

   What aspects?

   Parent's thoughts about their child's schooling.

2. Leisure activities of child:

   Hobbies, games, interests - before school, lunch-times, after school, weekends, holidays.

3. Their child:

   Personality, interests and views from their perspective.

4. Future: Thoughts about the child's future - spoken, unspoken.

APPENDIX E

SAMPLE OF NOTEBOOK WORK - ALICE

a. How did the land make Alberta a good place to settle?
It had nice black rich soil and it was good for farming.

b. How did the coming of the CPR make Alberta a good place for settle? It was help for tramsportation.

c. How did the presence of the Mounties make Alberta a good place to settle? They put law down on the land and put the Indains on reverves.

d. Who was Clifford Sifton? Clifford Sifton was the minister of the Interior for the goverment of Prime Minister Laurier.

e. What is a homstead? A homestead is 160 acres of land for 1 farmer.

f. Did people believe the Advertisinging? Yes they did. How can you check? It book says that 3000000 people moved there one year.

f. How could a person earn a homnstead? The had to satay on the land for half a year for three years.

g. From which countries did people come from? They came from Eastren Europe, Poland, Ukraine, Germany, Russai, Scandinavia. They aslso travled from the United States. They sailed from British Isles, England, Irland, Scotland and Wales. More people came from Dakota, Kansas, Oklahoma and Nebraska.

h. What hardships did these people face? They faced fierce storms and blizzards. Also cold winters. They also had to put in long work hours.

SAMPLE OF NOTEBOOK WORK - CAM

a) How did the land make Alberta a good place to settle? There was lots of farm land.

b) How did the coming of the CPR make Alberta a good place to settle? The CPR made it possible for people to move west easily and quickly.

c) How did the presence of the Mounties make Alberta a good place to settle? The police had brought law and order.

d) Who was Clifford Sifton? Clifford Siffton was a Minister.

E) What was a homstead? A homestead was a piece of land for one family to farm.

F) How could a person earn a homestead? The new settler promised to live on the land for a part each year for three years, and to work the soil.

g) From wich countries did people come? Eastern Europe, Poland, Ukraine, Germany, Russia, Scandinavia, United States, British Isles, England, Ireland, Scotland and Wales.

H) What hardships did these people face? Lonely, work long hours, and work was very hard, cold winters, fierce storms, blizzards, hailstorms destroy their crops.

SAMPLE OF NOTEBOOK WORK - DIANA

(a) How did the land make Alberta a good place to settle? The land was rich and good for farming.

(b) How did the coming of the CPR make Alberta a good place to settle? It made a good place to settle because it can carry people easyly and quickly.

(c) How did the presense of the mounties make Alberta a good place to settle? They took away the whiskey traders and the land was ready for settlement.

(d) Who was Clifford Sifton? He was the Minister of the Intirior for the goverment.

(e) What was a homestead? A homestead was a piece of land made up of a hundred and sixty acres.

(f) How could a person earn a homestead? The people would give ten dollars for a homestead and live on it for three year. Part of each year.

(g) From which countries did people come? They came from Eastern Europe, Poland, Ukraine, Germany, Russia, United States, British Isles, England, Scandinavia, Ireland, Scotland and Wales.

(h) What hardships did these people face? These people had to face making there own crops and build there own house.

SAMPLE OF NOTEBOOK WORK - TONYA

a How did the land make Alberta a good place to settle? It had plants, alot of praire and grass land.

B How did the coming of the CPR make Alberta a good place to settle? Fron the westren beef, grain, coal, and lumber.

c How did the presence of the mouties make Alberta a good place to settle? The police had bought law and order.

d Who was Clifford Sifton? Cliford Sifton was Minister of the Interior for the government of Prime Minister Laurier.

e What was a homested? A homested was a peiece of land made up of a hundred and sixty acres.

f How could a person earn a homested? They had to buy a land for three years and plant stuff.

G From which countries did people come? From Eastern Europe, Poland, Ukraine, Germany, Russia, Scandinavia, Wales, British Isles, England, Ierland, Scotland, United States.

h What hardships did these people face? They hardship's they faced, were, loneliss cold winters, hail, storms, work long hours.

SAMPLE OF NOTEBOOK WORK - TERI

Febrary 10, 1983

a How did the land make Alberta a good place to settle? The C.P.R. made it easy to move fast and carrie things to other people and countries.

b How did the coming of the C.P.R. make Alberta a good place to settle? The C.P.R. carried grain and other things to diffrent places.

C How did the presence of the Mountis make Alberta a good place to settle? The Moutie police made it a good place to settle because the mounties took the wisky traders.

D Who was Clifford Sifton? He was minoster of the Interior for the goverment of Prim Minaster Laurier.

E. What was a homested? A homested is a house that you can claim.

F. How could a person earn a homested? They had to work day and night. Bad or nice weather. and work for three hours.

G. From whitch countries did people come from? Etern Germany, Poland, Ukraing, Germany, Russia, Scandinavia, United States, British - Ilens.

H What hardship did these people face? It was hard. They were lonly. They had to work very long hours.

SAMPLE OF NOTEBOOK WORK - JOHN

Card A

a, How did the land make Alberta a good place to settle? He told about the rich soil of the prairies and the wonderful crops it would grow.

b, How did the coming of the C.P.R. make Alberta a good place to settle? The C.P.R. made it possible for people to move west easily and quickly.

c, How did the presence of the mounties make Alberta a good place to settle? The police had brought law, and order.

d, Who was Clifford Sifton? Clifford Sifton was Minister of the Interior for the government of Prime Minister Laurier

e, What was a homestead? A homestead was a peace of land made up of a hundred and sixty acres.

f, How could a person earn a homestead? For ten dollars a man could file on a homestead and live on the land part of year for 3 years and work the land.

g, From which conutries did people come? They came from Europe, Poland, Ukraine, Germany, Russia, Scandinavia, British Isles, England, Ireland, Scotland and Wals and United States

h, What hardships did these people face? They had to work very long hours, and the work was very hard.

SAMPLE OF NOTEBOOK WORK - TONY

A How did the land make Alberta a good place to settle? The you could get peice of land a hundred and sixty acers fore ten dollars

2 How did the coming of CPr make Alberta a good place to settle? The cpr made trantsportasion easy and bring supplies and grain coal out west.

c How did the presence of the mounties make Alberta a good place to settle? They brought law and order they put Indians on reserves.

d Who was clifford Sifton? clifford Sifton was minister of the interior for the govermet of prime minister laurier

e What was a homestead a homestead was a larg piece of land for one family to farm

(f) How could a person earn a homestead They had to promise to live on the land for part of each year for three years, and to work the soil.

(g) from which countries did people come? Eastren Europe, poland ukraine, Germany, British Isles - England, Ireland, Scotland, and Wales

h What hardships did these people face? The people were often lonly they had to work very long hours and the work was very hard The long cold winters and the fierce storms.

SAMPLE OF NOTEBOOK WORK - MARTIN

a) How did the land make a good place to settle? It was very good for farming.

b) How did the coming of the CPR make a place to settle? The police had brought law and order.

c) How did the prcence of the Mounties make Alberta a good place to settle? The C.P.R. made it possible for people to west easily and quikly.

D) Who was Clifford Siflon? Clifford Sifton was Minister of the Interior for the government of prime Minister Laurier.

e) What was a homestead? A hundred and sixty acres.

f) how could a person earn a homestead? By making money.

g) from wich countrys did people come? they came from Eastern Europe, Poland, Ukraine, Germany, Russia, and the Scandinnavia. British Isles, England, Ireland, Scotland and Wales.

h) What hardships did these people face? They had to work very long hours.

APPENDIX F

E.P.S.B. INSTRUCTIONAL OBJECTIVES: LEVEL B

Excerpted from page 4, Instructional Objectives, section 6.2.5:

> Students will demonstrate the intellectual capacities to critically and reflectively examine and resolve social issues related to their own experience as well as specified public issues of Albertans and Canadians, past, present, and future.
> - explain procedures and identify resources for examining an issue
> - evaluate the process by which the issue was resolved